National Theatre for Children

The importance of water

California Content Standards

Language Arts

Grade **K** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more

	Literacy.C CRA.L.3	fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.K.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.K.5.	**With guidance and support from adults, explore word relationships and nuances in word meanings.**
FOUNDATION / PROFICIENCY LEVEL	L.K.5.c.	**Identify real-life connections between words and their use (e.g., note places at school that are colorful).**
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.K.6.	**Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

California Content Standards

Language Arts

Grade **1** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	**Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	**Read and comprehend complex literary and informational texts independently and proficiently.**
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	**Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.1.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.1.4.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.1.	Speaking and Listening Standards
PERFORMANCE		Comprehension and Collaboration

STANDARD / MODE		
EXPECTATION / SUBSTRAND	**SL.1.2.**	**Ask and answer questions about key details in a text read aloud or information presented orally or through other media.**
FOUNDATION / PROFICIENCY LEVEL	**SL.1.2.a.**	**Give, restate, and follow simple two-step directions. CA**
CONTENT STANDARD / DOMAIN / PART	**CA.CC.S L.1.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.1.3.**	**Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.**
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L. 1.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.1.5.**	**With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.**
FOUNDATION / PROFICIENCY LEVEL	**L.1.5.c.**	**Identify real-life connections between words and their use (e.g., note places at home that are cozy).**

California Content Standards

Language Arts

Grade **2** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	**CCSS.EL A- Literacy.C CRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	**CCSS.EL A- Literacy.C CRA.R.4**	**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
CONTENT STANDARD / DOMAIN / PART	**CCSS.EL A- Literacy.C CRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	**CCSS.EL A- Literacy.C CRA.R.7**	**Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**
CONTENT STANDARD / DOMAIN / PART	**CCSS.EL A- Literacy.C CRA.R.**	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	**CCSS.EL A- Literacy.C CRA.R.10**	**Read and comprehend complex literary and informational texts independently and proficiently.**
CONTENT STANDARD / DOMAIN / PART	**CCSS.EL A- Literacy.C CRA.SL.**	**College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations.CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Common Core State Standards

Language Arts

Grade **K** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

	Literacy.SL.K.1a	
EXPECTATION	CCSS.ELA-Literacy.SL.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.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.
STANDARD	CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.ELA-Literacy.L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-Literacy.L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-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.ELA-Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure

STANDARD	CCSS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.1.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.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.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.ELA-Literacy.SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.1	Language Standards

CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-Literacy.L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade **2** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.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 / DOMAIN	CCSS.ELA-Literacy.RF.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.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.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.ELA-	Ask for clarification and further explanation as needed about the topics and texts under discussion.

	Literacy.SL.2.1c	
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.2	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.SL.2.2	**Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**
STANDARD	CCSS.ELA-Literacy.SL.2.3	**Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**
STRAND / DOMAIN	CCSS.ELA-Literacy.L.2	**Language Standards**
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**
STANDARD	CCSS.ELA-Literacy.L.2.5	**Demonstrate understanding of word relationships and nuances in word meanings.**
EXPECTATION	CCSS.ELA-Literacy.L.2.5a	**Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).**

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California Content Standards

Language Arts

Grade **K** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	**Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-	**Read and comprehend complex literary and informational texts independently and proficiently.**

	Literacy.C CRA.R.10	
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.C CRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.C CRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION /	SL.K.1.b.	Continue a conversation through multiple exchanges.

PROFICIENCY LEVEL		
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

California Content Standards

Language Arts

Grade **1** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.1.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.1.4.a.	Read on-level text with purpose and understanding.

CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOUNDATION / PROFICIENCY LEVEL	SL.1.2.a.	Give, restate, and follow simple two-step directions. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

California Content Standards

Language Arts

Grade **2** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading

PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations.CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	**Reading Standards for Informational Text**
PERFORMANCE STANDARD /		**Range of Reading and Level of Text Complexity**

MODE		
EXPECTATION / SUBSTRAND	**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.**
CONTENT STANDARD / DOMAIN / PART	**CA.CC.RF.2.**	**Reading Standards: Foundational Skills**
PERFORMANCE STANDARD / MODE		**Fluency**
EXPECTATION / SUBSTRAND	**RF.2.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
FOUNDATION / PROFICIENCY LEVEL	**RF.2.4.a.**	**Read on-level text with purpose and understanding.**
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.2.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**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.**
FOUNDATION / PROFICIENCY LEVEL	**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).**
FOUNDATION / PROFICIENCY LEVEL	**SL.2.1.b.**	**Build on others' talk in conversations by linking their comments to the remarks of others.**
FOUNDATION / PROFICIENCY LEVEL	**SL.2.1.c.**	**Ask for clarification and further explanation as needed about the topics and texts under discussion.**
CONTENT STANDARD / DOMAIN / PART	**CA.CC.SL.2.**	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	**SL.2.3.**	**Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**
CONTENT STANDARD / DOMAIN / PART	**CA.CC.L.2.**	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	**L.2.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
FOUNDATION / PROFICIENCY LEVEL	**L.2.5.a.**	**Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).**

Common Core State Standards

Language Arts

Grade **K** - Adopted: **2010**

STRAND / DOMAIN	**CCSS.ELA-Literacy.RI.K**	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Craft and Structure**
STANDARD	**CCSS.ELA-Literacy.RI.K.4**	**With prompting and support, ask and answer questions about unknown words in a text.**

STRAND / DOMAIN	CCSS.ELA-Literacy.RF.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.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.
STANDARD	CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.ELA-Literacy.L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-Literacy.L	Identify real-life connections between words and their use (e.g., note places at school that are colorful).

STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-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.ELA-Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.1.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.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.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

EXPECTATION	CCSS.ELA-Literacy.SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-Literacy.L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade **2** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.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 / DOMAIN	CCSS.ELA-Literacy.RF.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-	Read on-level text with purpose and understanding.

		Literacy.RF.2.4a	
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.2	**Speaking and Listening Standards**	
CATEGORY / CLUSTER		**Comprehension and Collaboration**	
STANDARD	CCSS.ELA-Literacy.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.**	
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.2.1b	**Build on others' talk in conversations by linking their comments to the remarks of others.**	
EXPECTATION	CCSS.ELA-Literacy.SL.2.1c	**Ask for clarification and further explanation as needed about the topics and texts under discussion.**	
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.2	**Speaking and Listening Standards**	
CATEGORY / CLUSTER		**Comprehension and Collaboration**	
STANDARD	CCSS.ELA-Literacy.SL.2.2	**Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**	
STANDARD	CCSS.ELA-Literacy.SL.2.3	**Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**	
STRAND / DOMAIN	CCSS.ELA-Literacy.L.2	**Language Standards**	
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**	
STANDARD	CCSS.ELA-Literacy.L.2.5	**Demonstrate understanding of word relationships and nuances in word meanings.**	
EXPECTATION	CCSS.ELA-Literacy.L.2.5a	**Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).**	

<div style="background:green;color:white">Ways to conserve water</div>

California Content Standards

Language Arts

Grade **K** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**	
PERFORMANCE STANDARD / MODE		**Craft and Structure**	
EXPECTATION / SUBSTRAND	CCSS.ELA-	**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word**	

	Literacy.CCRA.R.4	choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION /	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a

SUBSTRAND		text. (See grade K Language standards 4-6 additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.K.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

California Content Standards

Language Arts

Grade **1** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.C	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

	CRA.L.6	knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.1.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.1.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.1.4.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOUNDATION / PROFICIENCY LEVEL	SL.1.2.a.	Give, restate, and follow simple two-step directions. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

FOUNDATION / PROFICIENCY LEVEL	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

California Content Standards

Language Arts

Grade **2** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD /		Vocabulary Acquisition and Use

MODE		
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations.CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Common Core State Standards

Language Arts

Grade **K** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.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.
STANDARD	CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards

CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.ELA-Literacy.L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-Literacy.L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-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.ELA-Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.R	Read with sufficient accuracy and fluency to support comprehension.

	F.1.4	
EXPECTATION	CCSS.ELA-Literacy.RF.1.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.1	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.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.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.ELA-Literacy.SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.1	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.1	**Language Standards**
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**
STANDARD	CCSS.ELA-Literacy.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-Literacy.L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade **2** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.2	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Craft and Structure**
STANDARD	CCSS.ELA-Literacy.R	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

	I.2.4	
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.2	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Range of Reading and Level of Text Complexity**
STANDARD	CCSS.ELA-Literacy.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 / DOMAIN	CCSS.ELA-Literacy.RF.2	**Reading Standards: Foundational Skills**
CATEGORY / CLUSTER		**Fluency**
STANDARD	CCSS.ELA-Literacy.RF.2.4	**Read with sufficient accuracy and fluency to support comprehension.**
EXPECTATION	CCSS.ELA-Literacy.RF.2.4a	**Read on-level text with purpose and understanding.**
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.2	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.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.**
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.2.1b	**Build on others' talk in conversations by linking their comments to the remarks of others.**
EXPECTATION	CCSS.ELA-Literacy.SL.2.1c	**Ask for clarification and further explanation as needed about the topics and texts under discussion.**
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.2	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.SL.2.2	**Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**
STANDARD	CCSS.ELA-Literacy.SL.2.3	**Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.**
STRAND / DOMAIN	CCSS.ELA-Literacy.L.2	**Language Standards**
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**
STANDARD	CCSS.ELA	**Demonstrate understanding of word relationships and nuances in word meanings.**

EXPECTATION	CCSS.ELA-Literacy.L.2.5	
EXPECTATION	CCSS.ELA-Literacy.L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

<div align="center" style="background-color:#22b14c">Ways water is wasted</div>

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California Content Standards

Language Arts

Grade **K** - Adopted: **2013**

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CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.K.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
CONTENT STANDARD /	CA.CC.L.K.	Language Standards

DOMAIN / PART		
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.K.5.	**With guidance and support from adults, explore word relationships and nuances in word meanings.**
FOUNDATION / PROFICIENCY LEVEL	L.K.5.c.	**Identify real-life connections between words and their use (e.g., note places at school that are colorful).**
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	**Language Standards**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	L.K.6.	**Use words and phrases acquired through conversations, reading and being read to, and responding to texts.**

California Content Standards

Language Arts

Grade **1** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	**Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Integration of Knowledge and Ideas**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	**Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.**
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	**College and Career Readiness Anchor Standards for Reading**
PERFORMANCE STANDARD / MODE		**Range of Reading and Level of Text Complexity**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	**Read and comprehend complex literary and informational texts independently and proficiently.**
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	**College and Career Readiness Anchor Standards for Speaking and Listening**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	**Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**
CONTENT STANDARD /	CCSS.ELA-	**College and Career Readiness Anchor Standards for Language**

DOMAIN / PART	Literacy.C CRA.L.	
PERFORMANCE STANDARD / MODE		**Knowledge of Language**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.C CRA.L.	**College and Career Readiness Anchor Standards for Language**
PERFORMANCE STANDARD / MODE		**Vocabulary Acquisition and Use**
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.1.	**Reading Standards for Informational Text**
PERFORMANCE STANDARD / MODE		**Craft and Structure**
EXPECTATION / SUBSTRAND	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (See grade 1 Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.1.	**Reading Standards: Foundational Skills**
PERFORMANCE STANDARD / MODE		**Fluency**
EXPECTATION / SUBSTRAND	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.1.4.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.1.	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**
EXPECTATION / SUBSTRAND	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.
FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
FOUNDATION / PROFICIENCY LEVEL	SL.1.1.c.	Ask questions to clear up any confusion about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.1.	**Speaking and Listening Standards**
PERFORMANCE STANDARD / MODE		**Comprehension and Collaboration**

EXPECTATION / SUBSTRAND	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
FOUNDATION / PROFICIENCY LEVEL	SL.1.2.a.	Give, restate, and follow simple two-step directions. CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.1.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.1.3.	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.1.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.1.5.c.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

California Content Standards

Language Arts

Grade **2** - Adopted: **2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
PERFORMANCE STANDARD /		Comprehension and Collaboration

MODE		
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT STANDARD / DOMAIN / PART	CCSS.ELA-Literacy.CCRA.L.	College and Career Readiness Anchor Standards for Language
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.(See grade 2 Language standards 4-6 for additional expectations.CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.2.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.2.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
FOUNDATION / PROFICIENCY LEVEL	RF.2.4.a.	Read on-level text with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	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.

FOUNDATION / PROFICIENCY LEVEL	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).
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
FOUNDATION / PROFICIENCY LEVEL	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussion.
CONTENT STANDARD / DOMAIN / PART	CA.CC.SL.2.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.2.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.2.5.a.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Common Core State Standards

Language Arts

Grade **K** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.K.1b	Continue a conversation through multiple exchanges.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.K	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.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.
STANDARD	CCSS.ELA-Literacy.SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.ELA-Literacy.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.ELA-Literacy.L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-Literacy.L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-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.ELA-Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA	Ask and answer questions to help determine or clarify the meaning of words and

	A-Literacy.RI.1.4	phrases in a text.
STRAND / DOMAIN	**CCSS.ELA-Literacy.RI.1**	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Range of Reading and Level of Text Complexity**
STANDARD	CCSS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	**CCSS.ELA-Literacy.RF.1**	**Reading Standards: Foundational Skills**
CATEGORY / CLUSTER		**Fluency**
STANDARD	CCSS.ELA-Literacy.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.1.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	**CCSS.ELA-Literacy.SL.1**	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.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.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
EXPECTATION	CCSS.ELA-Literacy.SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.
STRAND / DOMAIN	**CCSS.ELA-Literacy.SL.1**	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STANDARD	CCSS.ELA-Literacy.SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
STRAND / DOMAIN	**CCSS.ELA-Literacy.L.1**	**Language Standards**
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**

STANDARD	CCSS.ELA-Literacy.L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-Literacy.L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Common Core State Standards

Language Arts

Grade **2** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.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 / DOMAIN	CCSS.ELA-Literacy.RF.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.2.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.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.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	CCSS.ELA-Literacy.SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.

STRAND / DOMAIN	CCSS.ELA-Literacy.SL.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STANDARD	CCSS.ELA-Literacy.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.2.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-Literacy.L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).