



**Main Criteria:** We Both Read (Spanish English Bilingual)

**Secondary Criteria:** Common Core State Standards

**Subjects:** Language Arts, Mathematics, Science

**Grades:** 1, 2, 3, 4

## We Both Read (Spanish English Bilingual)

About Bugs - Acerca de los Insectos  
Summary:

### Common Core State Standards

#### Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.1.1	Ask and answer questions about key details in a text.
STANDARD	CCSS.EL A- Literacy.R I.1.2	Identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.R I.1.7	Use the illustrations and details in a text to describe its key ideas.
STANDARD	CCSS.EL A- Literacy.R I.1.8	Identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity

STANDARD	CCSS.EL A- Literacy.R I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Phonological Awareness
STANDARD	CCSS.EL A- Literacy.R F.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	CCSS.EL A- Literacy.R F.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.1.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.1.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.1	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

**Common Core State Standards**

**Language Arts**

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
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<b>CATEGORY / CLUSTER</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.2.2</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.2.3</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.2</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.2.8</b>	Describe how reasons support specific points the author makes in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.2</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.2.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R F.2</b>	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R F.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.R F.2.3e</b>	Identify words with inconsistent but common spelling-sound correspondences.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R F.2</b>	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R F.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.R F.2.4a</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.R F.2.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S</b>	<b>Speaking and Listening Standards</b>

	L.2	
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	CCSS.EL A-Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	CCSS.EL A-Literacy.L .2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

### Common Core State Standards

#### Language Arts

Grade 3 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD	CCSS.EL A-Literacy.R I.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD	CCSS.EL A-Literacy.R I.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.3.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A-Literacy.R F.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A-Literacy.L .3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	CCSS.EL A-Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-Literacy.L .3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A-Literacy.L .3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Summary:

Common Core State Standards

Language Arts

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.1.1	Ask and answer questions about key details in a text.
STANDARD	CCSS.EL A-Literacy.R I.1.2	Identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.1.7	Use the illustrations and details in a text to describe its key ideas.
STANDARD	CCSS.EL A-Literacy.R I.1.8	Identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.1	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Phonological Awareness
STANDARD	CCSS.EL A-Literacy.R F.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	CCSS.EL A-Literacy.R F.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.R F.1</b>	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R F.1.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.R F.1.4a</b>	<b>Read on-level text with purpose and understanding.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.R F.1.4c</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.S L.1</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.S L.1.2</b>	<b>Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.L .1</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.L .1.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.L .1.4a</b>	<b>Use sentence-level context as a clue to the meaning of a word or phrase.</b>

### Common Core State Standards

#### Language Arts

Grade 2 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.R I.2</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R I.2.1</b>	<b>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R I.2.2</b>	<b>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R I.2.3</b>	<b>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.R I.2</b>	<b>Reading Standards for Informational Text</b>

<b>CATEGORY / CLUSTER</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R I.2.8</b>	<b>Describe how reasons support specific points the author makes in a text.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.R I.2</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R I.2.10</b>	<b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.R F.2</b>	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER</b>		<b>Phonics and Word Recognition</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R F.2.3</b>	<b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.R F.2.3e</b>	<b>Identify words with inconsistent but common spelling-sound correspondences.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.R F.2</b>	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R F.2.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.R F.2.4a</b>	<b>Read on-level text with purpose and understanding.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.R F.2.4c</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.S L.2</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.S L.2.1</b>	<b>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.S L.2.1c</b>	<b>Ask for clarification and further explanation as needed about the topics and texts under discussion.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.S L.2</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>

STANDARD	CCSS.EL A- Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

Habitats of the World - Hábitats de la Tierra  
Summary:

**Common Core State Standards**

**Language Arts**

Grade 1 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.1.1	Ask and answer questions about key details in a text.
STANDARD	CCSS.EL A- Literacy.R I.1.2	Identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.R I.1.7	Use the illustrations and details in a text to describe its key ideas.
STANDARD	CCSS.EL A- Literacy.R I.1.8	Identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.1	Reading Standards for Informational Text

<b>CATEGORY / CLUSTER</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.R I.1.10	With prompting and support, read informational texts appropriately complex for grade 1.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.R F.1	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER</b>		<b>Phonological Awareness</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.R F.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
<b>EXPECTATION</b>	CCSS.EL A- Literacy.R F.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.R F.1	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER</b>		<b>Fluency</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.R F.1.4	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.R F.1.4a	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.R F.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.S L.1	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.S L.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.L .1	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	CCSS.EL A- Literacy.L .1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.L .1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

**Common Core State Standards  
Language Arts**

Grade 2 - Adopted: 2010

<b>STRAND / DOMAIN</b>	CCSS.EL A-	<b>Reading Standards for Informational Text</b>
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	Literacy.R I.2	
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
STANDARD	CCSS.EL A- Literacy.R I.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STANDARD	CCSS.EL A- Literacy.R I.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.R I.2.8	Describe how reasons support specific points the author makes in a text.
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CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Phonics and Word Recognition
STANDARD	CCSS.EL A- Literacy.R F.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	CCSS.EL A- Literacy.R F.2.3e	Identify words with inconsistent but common spelling-sound correspondences.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	CCSS.EL A- Literacy.S L.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	CCSS.EL A- Literacy.S L.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>STRAND / DOMAIN</b>	CCSS.EL A- Literacy.L .2	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	CCSS.EL A- Literacy.L .2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
<b>EXPECTATION</b>	CCSS.EL A- Literacy.L .2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.