**Half and Half**
**Grades:** 2, 3
**States:** Common Core State Standards

Half and Half - People of the Caves
Summary: Story: Roe fails to spear a bison on an important hunt an embarrases his father. He needs to make himself useful. Could taming a wolf be useful? Facts: Readers will learn how early humans of Europe, the Co-Magnons, lived and survived. - Available in Paperback and Hardcover (978-1-60115-206-0)

**Common Core State Standards**

**Language Arts**

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

| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
|---|---|---|
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RL.2.7 | Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.2 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RI.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| STANDARD | CCSS.ELA-Literacy.RI.2.2 | Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| 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. |
| STANDARD | CCSS.ELA-Literacy.RI.2.5 | Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.2 | Reading Standards for Informational Text |

| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
|---|---|---|
| STANDARD | CCSS.ELA-Literacy.RI.2.7 | Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| STANDARD | CCSS.ELA-Literacy.RI.2.8 | Describe how reasons support specific points the author makes in a text. |
| STANDARD | CCSS.ELA-Literacy.RI.2.9 | Compare and contrast the most important points presented by two texts on the same topic. |
| 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. |
| EXPECTATION | CCSS.ELA-Literacy.RF.2.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 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.2.1c | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.2 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-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.ELA-Literacy.L.2.4a | Use sentence-level context as a clue to the meaning of a word or phrase. |

Grade: **3** - Adopted **2010**

| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
|---|---|---|
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.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.ELA-Literacy.RL.3.2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |

| CATEGORY / CLUSTER | | Craft and Structure |
|---|---|---|
| STANDARD | CCSS.ELA-Literacy.RL.3.5 | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RL.3.7 | Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.3.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.3 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RI.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.ELA-Literacy.RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.3 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RI.3.4 | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| STANDARD | CCSS.ELA-Literacy.RI.3.5 | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.3 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RI.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). |
| STANDARD | CCSS.ELA-Literacy.RI.3.9 | Compare and contrast the most important points and key details presented in two texts on the same topic. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.3 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RI.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.ELA-Literacy.RF.3 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.3.4a | Read on-level text with purpose and understanding. |
| EXPECTATION | CCSS.ELA-Literacy.RF.3.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.3 | Speaking and Listening Standards |
|---|---|---|
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.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.ELA-Literacy.L.3 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-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.ELA-Literacy.L.3.4a | Use sentence-level context as a clue to the meaning of a word or phrase. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.3 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.3.5 | Demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | CCSS.ELA-Literacy.L.3.5a | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.3 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.3.6 | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |