



**Half and Half**  
**Grades: 1, 2**  
**States: Common Core State Standards**

Half and Half - It's a Cow's Life

Summary: Story: Grandma is in the hospital and misses her cow, Bessie. Nick and his sister bring the cow to the hospital for a birthday party with Grandma! Facts: Interesting information about dairy cows is the focus of the nonfiction content. - Available in Paperback and Hardcover (978-1-60115-208-4)

**Common Core State Standards**

**Language Arts**

**Grade: 1 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.1</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.1.1</b>	Ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.1.2</b>	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.1</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.1.5</b>	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.1</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.1.7</b>	Use illustrations and details in a story to describe its characters, setting, or events.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.1</b>	Ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.2</b>	Identify the main topic and retell key details of a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.4</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.5</b>	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.6</b>	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.7</b>	Use the illustrations and details in a text to describe its key ideas.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.8</b>	Identify the reasons an author gives to support points in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.9</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.1</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.1.10</b>	With prompting and support, read informational texts appropriately complex for grade
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.1</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.1.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.1.4a</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.1.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.1</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.1.2</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.1</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.1.4</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>EXPECTATION</b>	<b>CCSS.ELA-Literacy.L.1.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.

**Grade: 2 - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.2</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.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>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.2</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.2.7</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.2</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.2.10</b>	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.

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.2</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.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.ELA-Literacy.RI.2.2</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.2</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.2.5</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.2</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.2.8</b>	Describe how reasons support specific points the author makes in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.2</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.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.ELA-Literacy.RF.2</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.2.4a</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.2.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.2</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.2.1</b>	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>	<b>CCSS.ELA-Literacy.SL.2.1c</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.2</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>STRAND /</b>	<b>CCSS.ELA-</b>	Language Standards

<b>DOMAIN</b>	Literacy.L.2	
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	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.
<b>EXPECTATION</b>	CCSS.ELA-Literacy.L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

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