

Girl Scout Badges

Grades: 2, 3

States: Common Core State Standards

BROWNIE: Legacy Badges

Summary: As a Brownie, girls can earn seven Legacy badges: Painting, Fair Play, Celebrating Community, Snacks, Brownie First Aid, Brownie Girl Scout Way, and Bugs. The following Standards are applied when girls earn these badges.

Common Core State Standards

Language Arts

Grade: 2

STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	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	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

STANDARD 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 CC.RF.2. **Reading Standards: Foundational Skills**

CATEGORY / CLUSTER **Fluency**

STANDARD RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION RF.2.4(a) Read on-level text with purpose and understanding.

STRAND / DOMAIN CC.W.2. **Writing Standards**

CATEGORY / CLUSTER **Production and Distribution of Writing**

STANDARD W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

STRAND / DOMAIN CC.SL.2. **Speaking and Listening Standards**

CATEGORY / CLUSTER **Comprehension and Collaboration**

STANDARD 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 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).

EXPECTATION SL.2.1(b) Build on others' talk in conversations by linking their comments to the remarks of others.

EXPECTATION SL.2.1(c) Ask for clarification and further explanation as needed about the topics and texts under discussion.

STRAND / DOMAIN CC.L.2. **Language Standards**

CATEGORY / CLUSTER **Vocabulary Acquisition and Use**

STANDARD L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Grade: 3

STRAND / DOMAIN CC.RL.3. **Reading Standards for Literature**

CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	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.
STANDARD	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	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	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	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.
STRAND / DOMAIN	CC.RF.3.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency

STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.W.3.	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STRAND / DOMAIN	CC.SL.3.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.3.1(b)	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	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CC.L.3.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	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).

BROWNIE: It's Your Planet - Skill Building Badges

Summary: Brownies can earn five badges connected to WOW! Wonders of Water National Leadership Journey. The badges are: Potter, Household Elf, Senses, Hiker, and My Great Day.

Common Core State Standards**Language Arts**

Grade: 2

STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	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	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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.
STRAND / DOMAIN	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

STRAND / DOMAIN	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.

STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	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	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).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.

STRAND / DOMAIN	CC.L.2.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Grade: 3

STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details

STANDARD	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	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	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.
STANDARD	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	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	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STRAND / DOMAIN	CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	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.

STRAND / DOMAIN	CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RF.3.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.W.3.	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / DOMAIN	CC.W.3.	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CC.SL.3.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION	SL.3.1(b)	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	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CC.L.3.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	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).

BROWNIE: It's Your Story - Skill Building Badges
 Summary: Brownies can earn five badges connected to A World of Girls National Leadership Journey. The badges are: Letterboxer, Pets, Making Games, Inventor, and Making Friends.

Common Core State Standards

Language Arts

Grade: 2

STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	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	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity

STANDARD	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	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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	RI.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	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	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	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).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CC.L.2.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Grade: 3

STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	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.
STANDARD	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	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	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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	RI.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	CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	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.
STRAND / DOMAIN	CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RF.3.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.W.3.	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing

STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / DOMAIN	CC.W.3.	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CC.SL.3.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.3.1(b)	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	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CC.L.3.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	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).

BROWNIE: It's Your World - Skill Building Badges

Summary: Brownies can earn five badges connected to Brownie Quest National Leadership Journey. The badges are: Computer Expert, My Best Self, Dancer, Home Scientist, and My Family Story.

Common Core State Standards**Language Arts**Grade: **2**

STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	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	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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.
STRAND / DOMAIN	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure

STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD	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	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.W.2.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	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	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).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.

STRAND / DOMAIN	CC.L.2.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Grade: 3

STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	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.
STANDARD	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.

STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	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	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STRAND / DOMAIN	CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	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.
STRAND / DOMAIN	CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RF.3.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.W.3.	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STRAND / DOMAIN	CC.W.3.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge

STANDARD	W.3.7.	Conduct short research projects that build knowledge about a topic.
STANDARD	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
STRAND / DOMAIN	CC.W.3.	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CC.SL.3.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.3.1(b)	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	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CC.L.3.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	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).

BROWNIE: Financial Literacy & Cookie Business Badges

Summary: Brownies can earn two additional badges each year to support entrepreneurship. Financial Literacy badges are: Money Manager and Philanthropist. Cookie Business badges are: Meet My Customer and Give Back.

Common Core State Standards**Language Arts**

Grade: 2

STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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.
STANDARD	RL.2.3.	Describe how characters in a story respond to major events and challenges.
STRAND / DOMAIN	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	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	CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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.
STRAND / DOMAIN	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure

STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STANDARD	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	CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RF.2.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.W.2.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	W.2.2.	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
STRAND / DOMAIN	CC.W.2.	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
STRAND / DOMAIN	CC.W.2.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

STANDARD	W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
STRAND / DOMAIN	CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	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	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).
EXPECTATION	SL.2.1(b)	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1(c)	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CC.L.2.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Grade: 3

STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	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	RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	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.

STANDARD	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
STRAND / DOMAIN	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	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	CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STRAND / DOMAIN	CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	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.
STRAND / DOMAIN	CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	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	CC.RF.3.	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION	RF.3.4(a)	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CC.W.3.	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
EXPECTATION	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
EXPECTATION	W.3.2(c)	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
EXPECTATION	W.3.2(d)	Provide a concluding statement or section.
STRAND / DOMAIN	CC.W.3.	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.3.6.	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
STRAND / DOMAIN	CC.W.3.	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	W.3.7.	Conduct short research projects that build knowledge about a topic.
STANDARD	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
STRAND / DOMAIN	CC.W.3.	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STRAND / DOMAIN	CC.SL.3.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	SL.3.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	SL.3.1(b)	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	SL.3.1(c)	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1(d)	Explain their own ideas and understanding in light of the discussion.

STRAND / DOMAIN	CC.L.3.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	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).

Mathematics

Grade: **2**

STRAND / DOMAIN	CC.2.MD.	Measurement and Data
CATEGORY / CLUSTER		Work with time and money.
STANDARD	2.MD.8.	Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and cents symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?