

Beginners Nonfiction Grades: 1, 2, 3, 4 States: Common Core State Standards

Beginners Nonfiction - Cats

Summary: Learn about the curious world of cats, including why they purr, how they say hello, and which type of cat has no tail. (9780794513948)

Common Core State Standards

Language Arts

Grade: 1 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA- Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA- Literacy.RI.1.1	Ask and answer questions about key details in a text.
STANDARD	CCSS.ELA- Literacy.RI.1.2	Identify the main topic and retell key details of a text.
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.
STANDARD	CCSS.ELA- Literacy.RI.1.5	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.
STANDARD	CCSS.ELA- Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN	CCSS.ELA- Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA- Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
STANDARD	CCSS.ELA- Literacy.RI.1.8	Identify the reasons an author gives to support points 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
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-	Read on-level text with purpose and understanding.

	Literacy.RF.1.4a	
EXPECTATION		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.ELA- Literacy.L.1	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA- 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.ELA- Literacy.L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

	Grade: 2 - Adopted 2010		
STRAND /	CCSS.ELA-	Reading Standards for Informational Text	
DOMAIN	Literacy.RI.2		
CATEGORY / CLUSTER		Key Ideas and Details	
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.	
STANDARD	CCSS.ELA- Literacy.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	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.2.8	Describe how reasons support specific points the author makes in a text.	
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.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	
STRAND /	CCSS.ELA-	Language Standards	

DOMAIN	Literacy.L.2	
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.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.
STANDARD	CCSS.ELA- Literacy.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	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		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		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.3.6	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).

Grade: 4 - Adopted 2010

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Literacy.RF.4.4crereading as necessary.STRAND / DOMAINCCSS.ELA- Literacy.L.4Language StandardsCATEGORY / CLUSTERVocabulary Acquisition and UseSTANDARDCCSS.ELA- Literacy.L.4.4Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.EXPECTATIONCCSS.ELA- Literacy.L.4.4aUse context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	EXPECTATION		Read on-level text with purpose and understanding.
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Literacy.L.4.4 phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. EXPECTATION CCSS.ELA- Literacy.L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.			Vocabulary Acquisition and Use
Literacy.L.4.4a meaning of a word or phrase.	STANDARD		phrases based on grade 4 reading and content, choosing flexibly from a range of
STRAND / CCSS.ELA- Language Standards	EXPECTATION		
	STRAND /	CCSS.ELA-	Language Standards

DOMAIN	Literacy.L.4	
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA- Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain- specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).