Rising Readers Leveled Books

State: Common Core State Standards

Subject: Language Arts

Grades: K, 1, 2

Rising Readers Leveled Books

Rising Readers Leveled Books
Summary: Nonfiction leveled readers designed for use in the classroom or at home. Each book includes information to help support parent involvement, including vocabulary and comprehension activities.

Common Core State Standards

Language Arts

Grade **K** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
STANDARD	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
STANDARD	CCSS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Phonological Awareness
STANDARD	CCSS.ELA-Literacy.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	CCSS.ELA-Literacy.RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
EXPECTATION	CCSS.ELA-Literacy.RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.K	Reading Standards: Foundational Skills
CATEGORY /		Phonics and Word Recognition

CLUSTER		
STANDARD	**CCSS.ELA-Literacy.RF.K.3**	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	**CCSS.ELA-Literacy.RF.K.3c**	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

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.1.6**	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 1.
STRAND / DOMAIN	**CCSS.ELA-Literacy.RF.1**	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Phonological Awareness
STANDARD	**CCSS.ELA-Literacy.RF.1.2**	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
EXPECTATION	**CCSS.ELA-Literacy.RF.1.2b**	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
EXPECTATION	**CCSS.ELA-Literacy.RF.1.2c**	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
STRAND / DOMAIN	**CCSS.ELA-Literacy.RF.1**	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Phonics and Word Recognition
STANDARD	**CCSS.ELA-Literacy.RF.1.3**	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	**CCSS.ELA-Literacy.RF.1.3b**	Decode regularly spelled one-syllable words.
EXPECTATION	**CCSS.ELA-Literacy.RF.1.3e**	Decode two-syllable words following basic patterns by breaking the words into syllables.
EXPECTATION	**CCSS.ELA-Literacy.RF.1.3g**	Recognize and read grade-appropriate irregularly spelled words.
STRAND / DOMAIN	**CCSS.ELA-Literacy.RF.1**	Reading Standards: Foundational Skills
CATEGORY /		Fluency

CLUSTER		
STANDARD	**CCSS.ELA-Literacy.RF.1.4**	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	**CCSS.ELA-Literacy.RF.1.4b**	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
EXPECTATION	**CCSS.ELA-Literacy.RF.1.4c**	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

STRAND / DOMAIN	**CCSS.ELA-Literacy.SL.1**	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	**CCSS.ELA-Literacy.SL.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.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.

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

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.
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		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.
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		Phonics and Word Recognition
STANDARD	**CCSS.ELA-Literacy.RF.2.3**	Know and apply grade-level phonics and word analysis skills in decoding words.
EXPECTATION	**CCSS.ELA-Literacy.RF.2.3c**	Decode regularly spelled two-syllable words with long vowels.
EXPECTATION	**CCSS.ELA-Literacy.RF.2.3e**	Identify words with inconsistent but common spelling-sound correspondences.
EXPECTATION	**CCSS.ELA-Literacy.RF.2.3f**	Recognize and read grade-appropriate irregularly spelled words.

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.2.4b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
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.