



Main Criteria: Beginners Nonfiction

Secondary Criteria: Common Core State Standards

Subjects: Language Arts, Social Studies

Grades: 2, 3, 4, 5

Beginners Nonfiction

Beginners Nonfiction-Castles

Summary: Explore the thrilling history of castles and the people who lived in them in the Middle Ages. Colorfully illustrated.

Common Core State Standards

Language Arts

Grade 2 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.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.EL A-Literacy.R I.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.2.8	Describe how reasons support specific points the author makes in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.2	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.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.EL A- Literacy.R F.2	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.2.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.EL A- Literacy.S L.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.2	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.EL A- Literacy.L .2	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- 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.EL A- Literacy.L .2.4 a	Use sentence-level context as a clue to the meaning of a word or phrase.

Common Core State Standards

Language Arts

Grade 3 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL	Ask and answer questions to demonstrate understanding of a text, referring explicitly

	A-Literacy.R I.3.1	to the text as the basis for the answers.
STANDARD	CCSS.EL A-Literacy.R I.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.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	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.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.EL A-Literacy.R F.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.3.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A-Literacy.R F.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A-Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A-Literacy.S L.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.EL A-Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-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.EL A-Literacy.L .3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.

STRAND / DOMAIN	CCSS.EL A-Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-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).

**Common Core State Standards
Language Arts
Grade 4 - Adopted: 2010**

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	CCSS.EL A-Literacy.R I.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.4.8	Explain how an author uses reasons and evidence to support particular points in a text.

STRAND / DOMAIN	CCSS.EL A-Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

STRAND / DOMAIN	CCSS.EL A-Literacy.R F.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R	Read with sufficient accuracy and fluency to support comprehension.

	F.4.4	
EXPECTATION	CCSS.EL A- Literacy.R F.4.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .4.4	Determine 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.
EXPECTATION	CCSS.EL A- 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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- 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).

Common Core State Standards

Language Arts

Grade 5 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.R I.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.5.10	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 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.5.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.5.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD	CCSS.EL A- Literacy.L .5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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