



Beginners Nonfiction
Grades: 2, 3, 4, 5
States: Common Core State Standards

Beginners Nonfiction - The Solar System
 Summary: Learn about our sun and all its planets and how scientists are learning more about our solar system everyday. (9780794528126)

Common Core State Standards

Language Arts

Grade: 2 - Adopted 2010

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| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.2 | Reading Standards for Informational Text |
| 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. |

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| 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 / 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. |

Grade: 3 - Adopted 2010

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| 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 | CCSS.ELA-Literacy.RF.3.4c | 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. |

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| 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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| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.4 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RI.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.ELA-Literacy.RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| STANDARD | CCSS.ELA-Literacy.RI.4.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.4 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RI.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.ELA-Literacy.RI.4 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RI.4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.4 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RI.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.ELA-Literacy.RF.4 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.4.4a | Read on-level text with purpose and understanding. |
| EXPECTATION | CCSS.ELA-Literacy.RF.4.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / | CCSS.ELA- | Language Standards |

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| DOMAIN | Literacy.L.4 | |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-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.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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.4 | Language Standards |
| 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). |

Grade: 5 - Adopted 2010

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| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.5 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RI.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| STANDARD | CCSS.ELA-Literacy.RI.5.2 | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| STANDARD | CCSS.ELA-Literacy.RI.5.3 | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.5 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.RI.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.ELA-Literacy.RI.5 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RI.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.ELA-Literacy.RF.5 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.5.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.5.4a | Read on-level text with purpose and understanding. |
| EXPECTATION | CCSS.ELA-Literacy.RF.5.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.5 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-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.ELA-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 / | CCSS.ELA- | Language Standards |

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| DOMAIN | Literacy.L.5 | |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-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). |
