**Main Criteria:** DK Readers Nonfiction Paperback Collection
**Secondary Criteria:** Common Core State Standards
**Subjects:** Language Arts, Mathematics, Science
**Grades:** 1, 2, 3

# DK Readers Nonfiction Paperback Collection

DK Readers Levels H, I, J & K
Summary:

**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.1.5 | 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.R | Reading Standards for Informational Text |

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| | I.1 | |
| **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. |
| **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-Literacy.RF.1.4a | Read on-level text with purpose and understanding. |
| **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. |

**Common Core State Standards**

**Language Arts**

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

| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.2 | Reading Standards for Informational Text |
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| 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 | | Craft and Structure |
| 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 | | 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.2.3e | Identify words with inconsistent but common spelling-sound correspondences. |
| 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. |
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| 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.2.1 | 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. |
| EXPECTATION | CCSS.ELA-Literacy.L.2.4e | Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |

**Common Core State Standards**

**Language Arts**

Grade **3** - Adopted: **2010**

| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.3 | Reading Standards for Informational Text |
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| 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. |

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| **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.3.5** | 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** | | Integration of Knowledge and Ideas |
| **STANDARD** | **CCSS.ELA-Literacy.RI.3.7** | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| **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. |
| **STRAND / DOMAIN** | **CCSS.ELA-Literacy.L** | Language Standards |

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| | **.3** | |
| **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. |
| **EXPECTATION** | CCSS.ELA-Literacy.L.3.4d | Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |
| **STRAND / DOMAIN** | CCSS.ELA-Literacy.L.3 | Language Standards |
| **CATEGORY / CLUSTER** | | Vocabulary Acquisition and Use |
| **STANDARD** | CCSS.ELA-Literacy.L.3.5 | Demonstrate understanding of word relationships and nuances in word meanings. |
| **EXPECTATION** | CCSS.ELA-Literacy.L.3.5a | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |