

Standards Correlated to **TIME FOR KIDS® Nonfiction Readers: Emergent 15276**

New York State P-12 Common Core Learning Standards

Grade 1

Language Arts

STRAND / DOMAIN NY.CC.1.RL. Reading Standards for Literature

CATEGORY /
CLUSTER

Key Ideas and Details

STANDARD

1.RL.2.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Correlated Lessons:

Lesson 2; Lesson 5; Lesson 9; Lesson 13 Page 49; 73; 105; 137; Objective 3: Summarizes and paraphrases information in texts (e.g., retells in own words or acts it out)

CATEGORY /
CLUSTER

Responding to Literature

STANDARD

1.RL.11.

Make connections between self, text, and the world around them (text, media, social interaction).

Correlated Lessons:

Lesson 2; Lesson 6; Lesson 7; Lesson 14 Page 49; 81; 89; 145; Objective 4: Uses prior knowledge and experience to understand and respond to new information

STRAND / DOMAIN NY.CC.1.RI. Reading Standards for Informational Text

CATEGORY /
CLUSTER

Key Ideas and Details

STANDARD

1.RI.1.

Ask and answer questions about key details in a text.

Correlated Lessons:

Lesson 1; Lesson 4; Lesson 10; Lesson 15 Page 41; 65; 113; 153; Objective 1: Understands the main idea and supporting details of simple expository information

(e.g., restates important facts in own words)

STANDARD 1.RI.2. Identify the main topic and retell key details of a text.

Correlated Lessons:

Lesson 1; Lesson 4; Lesson 10; Lesson 15 Page 41; 65; 113; 153: Objective 1: Understands the main idea and supporting details of simple expository information (e.g., restates important facts in own words)

CATEGORY /
CLUSTER

Craft and Structure

STANDARD 1.RI.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

Correlated Lessons:

All lessons Page p41-160: Objective 8: Understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, actions, and feelings; words that appeal to the senses; high-frequency words such as said, was, and where)

STANDARD 1.RI.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.

Correlated Lessons:

Lesson 1; Lesson 3; Lesson 6; Lesson 8 Page 41; 57; 81; 97: Objective 2: Uses meaning clues to aid comprehension and make predictions about content (e.g., picture captions, titles, cover, headings)

STANDARD 1.RI.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Correlated Lessons:

Lesson 1; Lesson 4; Lesson 10; Lesson 15 Page 41; 65; 113; 153: Objective 1: Understands the main idea and supporting details of simple expository information

(e.g., restates important facts in own words)

CATEGORY /
CLUSTER

Integration of Knowledge and Ideas

STANDARD

1.RI.7.

Use the illustrations and details in a text to describe its key ideas.

Correlated Lessons:

Lesson 1; Lesson 4; Lesson 10; Lesson 15 Page 41; 65; 113; 153: Objective 1: Understands the main idea and supporting details of simple expository information (e.g., restates important facts in own words)

STANDARD

1.RI.8.

Identify the reasons an author gives to support points in a text.

Correlated Lessons:

Lesson 1; Lesson 4; Lesson 10; Lesson 15 Page 41; 65; 113; 153: Objective 1: Understands the main idea and supporting details of simple expository information (e.g., restates important facts in own words)

STRAND / DOMAIN NY.CC.1.RF.

Reading Standards: Foundational Skills

CATEGORY /
CLUSTER

Phonics and Word Recognition

STANDARD

1.RF.3.

Know and apply grade-level phonics and word analysis skills in decoding words.

EXPECTATION 1.RF.3.g.

Recognize and read grade-appropriate irregularly spelled words.

Correlated Lessons:

All lessons Page p41-160: Objective 8: Understands level-appropriate sight words and vocabulary (e.g., words for persons, places, things, actions, and feelings; words that appeal to the senses; high-frequency words such as said, was, and where)

CATEGORY /
CLUSTER

Fluency

STANDARD 1.RF.4. Read with sufficient accuracy and fluency to support comprehension.

EXPECTATION 1.RF.4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Correlated Lessons:

All lessons Page p41-161: Objective 9: Reads aloud familiar stories, poems, and passages with fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone, intonation)

STRAND / DOMAIN NY.CC.1.W. Writing Standards

CATEGORY / CLUSTER Responding to Literature

STANDARD 1.W.11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

Correlated Lessons:

Lesson 2; Lesson 5; Lesson 9; Lesson 13 Page 49; 73; 105; 137: Objective 3: Summarizes and paraphrases information in texts (e.g., retells in own words or acts it out)

STRAND / DOMAIN NY.CC.1.L. Language Standards

CATEGORY / CLUSTER Vocabulary Acquisition and Use

STANDARD 1.L.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

EXPECTATION 1.L.5.a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Correlated Lessons:

Lesson 1; Lesson 2 Page 41; 49: Objective 22: Classifies things in terms of number, shape, texture, size, weight, color, motion, sound, and behavior

EXPECTATION 1.L.5.b. Define words by category and by one or more key

attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

Correlated Lessons:

**Lesson 1; Lesson 2 Page 41; 49: Objective 22:
Classifies things in terms of number, shape, texture,
size, weight, color, motion, sound, and behavior**