Standards Correlated to **TIME FOR KIDS® Nonfiction Readers: Upper Emergent 15295**

**New York State P-12 Common Core Learning Standards**
**Grade 1**
  **Language Arts**
  STRAND / DOMAIN  NY.CC.1.RI.  Reading Standards for Informational Text
    CATEGORY /                   Key Ideas and Details
    CLUSTER
      STANDARD     1.RI.1.       Ask and answer questions about key details in a text.

                                 Correlated Lessons:
                                 **Lesson 1; Lesson4; Lesson 6; Lesson 11 : Page p. 41;
                                 p.65; p. 81; p. 121: Objective 1: Summarizes
                                 information found in texts (e.g., acts it out or retells
                                 important facts in own words)**

                                 **Lesson 2; Lesson 9; Lesson 14; Lesson 15: Page p. 49;
                                 p. 105; p. 145; p. 153: Objective 4: Understands the
                                 main idea and supporting details of simple expository
                                 information (e.g., restates important facts in the text)**

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

                                 Correlated Lessons:
                                 **Lesson 1; Lesson4; Lesson 6; Lesson 11 : Page p. 41;
                                 p.65; p. 81; p. 121: Objective 1: Summarizes
                                 information found in texts (e.g., acts it out or retells
                                 important facts in own words)**

                                 **Lesson 2; Lesson 9; Lesson 14; Lesson 15: Page p. 49;
                                 p. 105; p. 145; p. 153: Objective 4: Understands the
                                 main idea and supporting details of simple expository
                                 information (e.g., restates important facts in the text)**

    CATEGORY /                   Craft and Structure
    CLUSTER
      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; Lesson4; Lesson 6; Lesson 11 : Page p. 41; p.65; p. 81; p. 121: Objective 1: Summarizes information found in texts (e.g., acts it out or retells important facts in own words)**

**Lesson 2; Lesson 9; Lesson 14; Lesson 15: Page p. 49; p. 105; p. 145; p. 153: Objective 4: Understands the main idea and supporting details of simple expository information (e.g., restates important facts in the text)**

| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
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| STANDARD | 1.RI.7. | Use the illustrations and details in a text to describe its key ideas. |

Correlated Lessons:
**Lesson 1; Lesson4; Lesson 6; Lesson 11 : Page p. 41; p.65; p. 81; p. 121: Objective 1: Summarizes information found in texts (e.g., acts it out or retells important facts in own words)**

**Lesson 2; Lesson 9; Lesson 14; Lesson 15: Page p. 49; p. 105; p. 145; p. 153: Objective 4: Understands the main idea and supporting details of simple expository information (e.g., restates important facts in the text)**

| STANDARD | 1.RI.8. | Identify the reasons an author gives to support points in a text. |
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Correlated Lessons:
**Lesson 1; Lesson4; Lesson 6; Lesson 11 : Page p. 41; p.65; p. 81; p. 121: Objective 1: Summarizes information found in texts (e.g., acts it out or retells important facts in own words)**

**Lesson 2; Lesson 9; Lesson 14; Lesson 15: Page p. 49; p. 105; p. 145; p. 153: Objective 4: Understands the main idea and supporting details of simple expository**

**information (e.g., restates important facts in the text)**

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| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | 1.RI.10. | With prompting and support, read informational texts appropriately complex for grade |

Correlated Lessons:
**Lesson 3; Lesson 8; Lesson 10; Lesson 13: Page p. 57; p. 97; p. 113; p. 137: Objective 5: Uses self-correction strategies (e.g., uses context, identifies miscues, rereads, asks for help) to monitor comprehension**

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| STRAND / DOMAIN | NY.CC.1.RF. | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | 1.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | 1.RF.4.a. | Read on-level text with purpose and understanding. |

Correlated Lessons:
**Lesson 3; Lesson 8; Lesson 10; Lesson 13: Page p. 57; p. 97; p. 113; p. 137: Objective 5: Uses self-correction strategies (e.g., uses context, identifies miscues, rereads, asks for help) to monitor comprehension**

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| EXPECTATION | 1.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |

Correlated Lessons:
**Lesson 2; Lesson 5; Lesson 7; Lesson 14 : Page p. 49; p. 73; p. 89; p. 145: Objective 3: Uses meaning clues to aid comprehension and make predictions about content (e.g., pictures, captions, title, cover, headings)**

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| STRAND / DOMAIN | NY.CC.1.L. | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | 1.L.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   1.L.4.a.     Use sentence-level context as a clue to the meaning of a word or phrase.

Correlated Lessons:
**Lesson 2; Lesson 5; Lesson 7; Lesson 14 : Page p. 49; p. 73; p. 89; p. 145: Objective 3: Uses meaning clues to aid comprehension and make predictions about content (e.g., pictures, captions, title, cover, headings)**