

# Common Core State Standards – Grade 1

**Pebbles, Sand and Silt: The Neighbor’s Garden**  
**By Emily Sohn and Diane Bair**  
**Norwood House Press**

## Correlated to the Common Core State Standards for English Language Arts

For the purposes of this correlation, the following abbreviations apply:

CCSS = Common Core State Standards; SE = Student Edition.

CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Pebbles, Sand and Silt: The Neighbor’s Garden
<b>Key Ideas and Details</b>		
RI.1.1.	Ask and answer questions about key details in a text.	<b>SE:</b> 8, 9, 10, 11, 13, 14
RI.1.2.	Identify the main topic and retell key details of a text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 9-15, 18, 19
RI.1.3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 7-8, 9, 10, 11, 13, 14
<b>Craft and Structure</b>		
RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>SE:</b> 5, 10, 11, 12, 13, 14, 15, 22
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.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 5, 10, 11, 12, 13, 14, 15, 22, 24
RI.1.6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 9, 12, 15, 18, 19
<b>Integration of Knowledge and Ideas</b>		
RI.1.7.	Use the illustrations and details in a text to describe	<b>SE:</b> 9, 15

	its key ideas.	
<b>Range of Reading and Level of Text Complexity</b>		
<b>RI.1.10.</b>	With prompting and support, read informational texts appropriately complex for grade 1.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 5, 11, 19, 21

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	<b>Pebbles, Sand and Silt: The Neighbor's Garden</b>
<b>Fluency</b>		
<b>RF.1.4.</b>	Read with sufficient accuracy and fluency to support comprehension: a. Read grade-level text with purpose and understanding.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 6, 13, 16, 20
<b>RF.1.4.</b>	b. Read grade-level text orally with accuracy, appropriate rate, and expression.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 9, 10, 15, 17
<b>RF.1.4.</b>	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 12, 14, 18

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR LANGUAGE</b>	<b>Pebbles, Sand and Silt: The Neighbor's Garden</b>
<b>Vocabulary Acquisition and Use</b>		
<b>L.1.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 1 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.	<b>SE:</b> 5, 10, 11, 12, 13, 14, 15

# Common Core State Standards – Grade 2

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CCSS REFERENCE	READING STANDARDS FOR INFORMATIONAL TEXT	Pebbles, Sand and Silt: The Neighbor’s Garden
<b>Key Ideas and Details</b>		
<b>RI.2.1.</b>	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	<b>SE:</b> 8, 9, 10, 11, 13, 14
<b>RI.2.2.</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 9-15, 18, 19
<b>RI.2.3.</b>	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 7-8, 9, 10, 11, 13, 14
<b>Craft and Structure</b>		
<b>RI.2.4.</b>	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	<b>SE:</b> 5, 10, 11, 12, 13, 14, 15, 22
<b>RI.2.5.</b>	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.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 5, 10, 11, 12, 13, 14, 15, 22, 24
<b>Integration of Knowledge and Ideas</b>		
<b>RI.2.7.</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>SE:</b> 9, 15

Range of Reading and Level of Text Complexity		
<b>RI.2.10.</b>	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.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 5, 11, 18, 21

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Pebbles, Sand and Silt: The Neighbor’s Garden
<b>Fluency</b>		
<b>RF.2.4.</b>	Read with sufficient accuracy and fluency to support comprehension: d. Read grade-level text with purpose and understanding.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 6, 13, 16, 20
<b>RF.2.4.</b>	e. Read grade-level text orally with accuracy, appropriate rate, and expression.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 9, 10, 15, 17
<b>RF.2.4.</b>	f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 12, 14, 18

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Pebbles, Sand and Silt: The Neighbor’s Garden
<b>Vocabulary Acquisition and Use</b>		
<b>L.2.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. b. Use sentence-level context as a clue to the meaning of a word or phrase.	<b>SE:</b> 5, 10, 11, 12, 13, 14, 15
<b>L.2.4.</b>	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	<b>SE:</b> 22