

Common Core State Standards – Grade 1

Solids and Liquids: Who Messed Up My Sand?

By Emily Sohn and Joel Gendler

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	Solids and Liquids: Who Messed Up My Sand?
Key Ideas and Details		
RI.1.1.	Ask and answer questions about key details in a text.	SE: 8, 11, 13, 14, 15, 17
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> SE: 12, 16, 18
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> SE: 8, 11, 13, 14, 15, 17
Craft and Structure		
RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	SE: 5, 6, 9, 11, 13, 14, 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> SE: 5, 6, 9, 11, 13, 14, 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> SE: 11, 16, 17
Range of Reading and Level of Text Complexity		
RI.1.10.	With prompting and support, read informational texts appropriately complex for grade 1.	<i>This standard is addressed through the text. See, for example:</i> SE: 5, 11, 18, 21

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Solids and Liquids: Who Messed Up My Sand?
Fluency		
RF.1.4.	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> SE: 6, 12, 16, 20
RF.1.4.	b. Read grade-level text orally with accuracy, appropriate rate, and expression.	<i>This standard is addressed through the text. See, for example:</i> SE: 7, 14, 15, 17
RF.1.4.	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> SE: 9, 13, 15, 19

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Solids and Liquids: Who Messed Up My Sand?
Vocabulary Acquisition and Use		
L.1.4.	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.	SE: 5, 6, 9, 11, 13, 14

Common Core State Standards – Grade 2

Solids and Liquids: Who Messed Up My Sand?

By Emily Sohn and Joel Gendler

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	Solids and Liquids: Who Messed Up My Sand?
Key Ideas and Details		
RI.2.1.	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	SE: 8, 11, 13, 14, 15, 17
RI.2.2.	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> SE: 12, 16, 18
RI.2.3.	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> SE: 8, 11, 13, 14, 15, 17
Craft and Structure		
RI.2.4.	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	SE: 5, 6, 9, 11, 13, 14, 22
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.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 5, 6, 9, 11, 13, 14, 22, 24
Range of Reading and Level of Text Complexity		

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.	<i>This standard is addressed through the text. See, for example:</i> SE: 5, 11, 18, 21
-----------------	--	---

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Solids and Liquids: Who Messed Up My Sand?
Fluency		
RF.2.4.	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> SE: 6, 12, 16, 20
RF.2.4.	e. Read grade-level text orally with accuracy, appropriate rate, and expression.	<i>This standard is addressed through the text. See, for example:</i> SE: 7, 14, 15, 17
RF.2.4.	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> SE: 9, 13, 15, 19

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Solids and Liquids: Who Messed Up My Sand?
Vocabulary Acquisition and Use		
L.2.4.	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.	SE: 5, 6, 9, 11, 13, 14
L.2.4.	e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	SE: 22