

High-Interest Nonfiction

(REM 1033A REM 1033B)

| Grade | Strand | Standard # | Standard |
|-------|--------|------------|---|
| 3 | L | 2 | CC.3.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 3 | L | 2.a | CC.3.L.2.a Conventions of Standard English: Capitalize appropriate words in titles. |
| 3 | L | 2.b | CC.3.L.2.b Conventions of Standard English: Use commas in addresses. |
| 3 | L | 2.c | CC.3.L.2.c Conventions of Standard English: Use commas and quotation marks in dialogue. |
| 3 | L | 2.d | CC.3.L.2.d Conventions of Standard English: Form and use possessives. |
| 3 | L | 2.e | CC.3.L.2.e Conventions of Standard English: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). |
| 3 | L | 2.f | CC.3.L.2.f Conventions of Standard English: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. |
| 3 | L | 2.g | CC.3.L.2.g Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. |
| 3 | L | 4 | CC.3.L.4 Vocabulary Acquisition and Use: 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. |
| 3 | L | 4.a | CC.3.L.4.a Vocabulary Acquisition and Use: Use sentence-level context as a clue to the meaning of a word or phrase. |
| 3 | L | 4.b | CC.3.L.4.b Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |
| 3 | L | 4.c | CC.3.L.4.c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). |
| 3 | L | 4.d | CC.3.L.4.d Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. |
| 3 | L | 5 | CC.3.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings. |
| 3 | L | 5.a | CC.3.L.5.a Vocabulary Acquisition and Use: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| 3 | L | 5.b | CC.3.L.5.b Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| 3 | L | 5.c | CC.3.L.5.c Vocabulary Acquisition and Use: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). |
| 3 | L | 6 | CC.3.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). |
| 3 | R.I | 1 | CC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 3 | R.I | 2 | CC.3.R.I.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| 3 | R.I | 3 | CC.3.R.I.3 Key Ideas and Details: 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. |
| 3 | R.I | 4 | CC.3.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| 3 | R.I | 5 | CC.3.R.I.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| 3 | R.I | 6 | CC.3.R.I.6 Craft and Structure: Distinguish their own point of view from that of the author of a text. |
| 3 | R.I | 8 | CC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). |
| 3 | R.I | 9 | CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic. |

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| Grade | Strand | Standard # | Standard |
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| 3 | R.I | 10 | CC.3.R.I.10 Range of Reading and Level of Text Complexity: 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. |
| 3 | W | 2 | CC.3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 3 | W | 2.b | CC.3.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, and details. |
| 3 | W | 2.c | CC.3.W.2.c Text Types and Purposes: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. |
| 3 | W | 2.d | CC.3.W.2.d Text Types and Purposes: Provide a concluding statement or section. |
| 3 | W | 4 | CC.3.W.4 Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 3 | W | 7 | CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. |
| 3 | W | 8 | CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| 3 | W | 10 | CC.3.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| 4 | L | 2 | CC.4.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| 4 | L | 2.a | CC.4.L.2.a Conventions of Standard English: Use correct capitalization. |
| 4 | L | 2.b | CC.4.L.2.b Conventions of Standard English: Use commas and quotation marks to mark direct speech and quotations from a text. |
| 4 | L | 2.c | CC.4.L.2.c Conventions of Standard English: Use a comma before a coordinating conjunction in a compound sentence. |
| 4 | L | 2.d | CC.4.L.2.d Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed. |
| 4 | L | 4 | CC.4.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. |
| 4 | L | 4.a | CC.4.L.4.a Vocabulary Acquisition and Use: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| 4 | L | 4.b | CC.4.L.4.b Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). |
| 4 | L | 4.c | CC.4.L.4.c Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| 4 | L | 5 | CC.4.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| 4 | L | 5.a | CC.4.L.5.a Vocabulary Acquisition and Use: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. |
| 4 | L | 5.b | CC.4.L.5.b Vocabulary Acquisition and Use: Recognize and explain the meaning of common idioms, adages, and proverbs. |
| 4 | L | 5.c | CC.4.L.5.c Vocabulary Acquisition and Use: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |
| 4 | L | 6 | CC.4.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
| 4 | R.I | 1 | CC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |

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|-------|--------|------------|--|
| 4 | R.I | 10 | CC.4.R.I.10 Range of Reading and Complexity of Text: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as necessary at the high end of the range. |
| 4 | R.I | 2 | CC.4.R.I.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| 4 | R.I | 3 | CC.4.R.I.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| 4 | R.I | 4 | CC.4.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| 4 | R.I | 5 | CC.4.R.I.5 Craft and Structure: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| 4 | R.I | 8 | CC.4.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text. |
| 4 | R.I | 9 | CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| 4 | W | 2 | CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| 4 | W | 2.b | CC.4.W.2.b Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. |
| 4 | W | 2.c | CC.4.W.2.c Text Types and Purposes: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). |
| 4 | W | 2.d | CC.4.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| 4 | W | 2.e | CC.4.W.2.e Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented. |
| 4 | W | 4 | CC.4.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| 4 | W | 7 | CC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| 4 | W | 8 | CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| 4 | W | 9 | CC.4.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| 4 | W | 9.b | CC.4.W.9.b Research to Build and Present Knowledge: Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). |
| 4 | W | 10 | CC.4.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| 5 | R.I | 1 | CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 5 | R.I | 2 | CC.5.R.I.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| 5 | R.I | 3 | CC.5.R.I.3 Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| 5 | R.I | 4 | CC.5.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| 5 | R.I | 5 | CC.5.R.I.5 Craft and Structure: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. |

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| Grade | Strand | Standard # | Standard |
|-------|--------|------------|--|
| 5 | R.I | 6 | CC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
| 5 | R.I | 7 | CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. |
| 5 | R.I | 8 | CC.5.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). |
| 5 | R.I | 9 | CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
| 5 | R.I | 10 | CC.5.R.I.10 Range of Reading and Complexity of Text: 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 4–5 text complexity band independently and proficiently. |