

Common Core State Standards – Grade K

Dear Dragon Goes to the Bank
Margaret Hillert
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 LITERATURE	Dear Dragon Goes to the Bank
Key Ideas and Details		
RL.K.1.	With prompting and support, ask and answer questions about key details in a text.	SE: 31 (Text Comprehension)
RL.K.2.	With prompting and support, retell familiar stories, including key details.	SE: 31 (Text Comprehension)
RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.	SE: 31 (Text Comprehension)
Craft and Structure		
RL.K.5.	Recognize common types of texts (e.g., storybooks, poems).	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 3-6, 9-12, 14-20, 22-26, 28
RL.k.6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	SE: 1 (Title Page)
Integration of Knowledge and Ideas		
RL.K.7.	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 3-6, 9-12, 14-20, 22-26, 28
Range of Reading and Level of Text Complexity		
RL.K.10.	Actively engage in group reading activities with purpose and understanding.	<i>This standard is addressed through the text. See, for example:</i> SE: 3, 9, 14, 22, 28

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Print Concepts		
RF.K.1	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. 	<i>This standard is addressed through the text. See, for example:</i> SE: 4, 10, 15, 22
RF.K.1	<ol style="list-style-type: none"> <li value="2">b. Recognize that spoken words are represented in written language by specific sequences of letters. 	<i>This standard is addressed through the text. See, for example:</i> SE: 5, 11, 17, 24
RF.K.1	<ol style="list-style-type: none"> <li value="3">c. Understand that words are separated by spaces in print. 	<i>This standard is addressed through the text. See, for example:</i> SE: 6, 12, 19, 26
RF.K.1	<ol style="list-style-type: none"> <li value="4">d. Recognize and name all upper- and lowercase letters of the alphabet. 	SE: 30 (Phonics)
Phonological Awareness		
RF.K.2	<ol style="list-style-type: none"> a. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) 	SE: 30 (Phonemic Awareness)
Phonics and Word Recognition		
RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. 	SE: 30 (Phonics), 32
RF.K.3.	<ol style="list-style-type: none"> <li value="2">b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 	Opportunities to address this standard appear throughout the text. See, for example: SE: 32
RF.K.3.	<ol style="list-style-type: none"> <li value="3">c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). 	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 32

	Fluency	
RF.K.4.	Read emergent-reader texts with purpose and understanding.	SE: 31 (Fluency)

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	Comprehension and Collaboration	
SL.K.2.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	SE: 31 (Text Comprehension)

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Dear Dragon Goes to the Bank
	Vocabulary Acquisition and Use	
L.K.5.	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	SE: 30-31 (Vocabulary)
L.k.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	SE: 30-31 (Vocabulary)

Common Core State Standards – Grade 1

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Key Ideas and Details		
RL.1.1.	Ask and answer questions about key details in a text.	SE: 31 (Text Comprehension)
RL.1.2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	SE: 31 (Text Comprehension)
RL.1.3.	Describe characters, settings, and major events in a story, using key details.	SE: 31 (Text Comprehension)
Craft and Structure		
RL.1.6.	Identify who is telling the story at various points in a text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 3-6, 9-12, 14-20, 22-26, 28
Integration of Knowledge and Ideas		
RL.1.7.	Use illustrations and details in a story to describe its characters, setting, or events.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 3-6, 9-12, 14-20, 22-26, 28
Range of Reading and Level of Text Complexity		
RL.1.10.	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<i>This standard is addressed through the text. See, for example:</i> SE: 3, 9, 14, 22, 28

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Print Concepts		
RF.1.1.	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). 	<i>This standard is addressed through the text. See, for example:</i> SE: 4, 10, 13, 15, 25
Phonological Awareness		
RF.1.2.	<ol style="list-style-type: none"> a. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 	SE: 30 (Phonemic Awareness)
Phonics and Word Recognition		
RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words: <ol style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). 	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 32
RF.1.3.	<ol style="list-style-type: none"> b. Decode regularly spelled one-syllable words. 	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 30 (Phonics), 32
RF.1.3.	<ol style="list-style-type: none"> c. Know final -e and common vowel team conventions for representing long vowel sounds. 	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 32
RF.1.3.	<ol style="list-style-type: none"> d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. 	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 32
	<ol style="list-style-type: none"> e. Decode two-syllable words following basic patterns by breaking the words into syllables. 	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 32
	<ol style="list-style-type: none"> f. Read words with inflectional endings. 	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 32
	<ol style="list-style-type: none"> g. Recognize and read grade-appropriate irregularly spelled words. 	<i>Opportunities to address this standard appear throughout the text. See, for example:</i>

		SE: 30 (Phonics), 32
	Fluency	
RF.1.4.	Read with sufficient accuracy and fluency to support comprehension: a. Read grade-level text with purpose and understanding.	SE: 31 (Fluency)
RF.1.4.	b. Read grade-level text orally with accuracy, appropriate rate, and expression.	SE: 31 (Fluency)
RF.1.4.	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	SE: 31 (Fluency)

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	Comprehension and Collaboration	
SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SE: 31 (Text Comprehension)

Common Core State Standards – Grade 2

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CCSS REFERENCE	READING STANDARDS FOR LITERATURE	Dear Dragon Goes to the Bank
Key Ideas and Details		
RL.2.1.	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.	SE: 31 (Text Comprehension)
RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	SE: 31 (Text Comprehension)
Craft and Structure		
RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 3-6, 9-12, 14-20, 22-26, 28
RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 3-6, 9-12, 14-20, 22-26, 28
Integration of Knowledge and Ideas		
RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 3-6, 9-12, 14-20, 22-26, 28
Range of Reading and Level of Text Complexity		
RL.2.10.	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with	<i>This standard is addressed through the text. See, for example:</i> SE: 3, 9, 14, 22, 28

	scaffolding as needed at the high end of the range.	
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CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Dear Dragon Goes to the Bank
Phonics and Word Recognition		
RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words: h. Distinguish long and short vowels when reading regularly spelled one-syllable words.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 32
RF.2.3.	i. Know spelling-sound correspondences for additional common vowel teams.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 32
RF.2.3.	j. Decode words with common prefixes and suffixes.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 32
RF.2.3.	k. Recognize and read grade-appropriate irregularly spelled words.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 30 (Phonics), 32
Fluency		
RF.2.4.	Read with sufficient accuracy and fluency to support comprehension: d. Read grade-level text with purpose and understanding.	SE: 31 (Fluency)
RF.2.4.	e. Read grade-level text orally with accuracy, appropriate rate, and expression.	SE: 31 (Fluency)
RF.2.4.	f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	SE: 31 (Fluency)

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Comprehension and Collaboration		
SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SE: 31 (Text Comprehension)

