

# Common Core State Standards – Grade K

Nicknames  
Cecil Kim  
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	Nicknames
<b>Key Ideas and Details</b>		
RL.K.1.	With prompting and support, ask and answer questions about key details in a text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30
<b>Craft and Structure</b>		
RL.K.4.	Ask and answer questions about unknown words in a text.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 6, 8, 13, 18-19, 24, 27
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> <b>SE:</b> 5, 11, 15, 20, 24-25, 31 (Reader's Theater)
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.	<b>SE:</b> 1 (Cover & Title Page)
<b>Integration of Knowledge and Ideas</b>		
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> <b>SE:</b> 4-5, 8-9, 12-13, 18-19, 24-25, 28-29
<b>Range of Reading and Level of Text Complexity</b>		
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> <b>SE:</b> 5-8, 11-13, 24-25, 27-29, 31 (Reader's Theater)

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Nicknames
<b>Print Concepts</b>		
RF.K.1	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> </ol>	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 5-7, 12-13, 18-19, 24-25
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.</li> </ol>	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 5, 8, 11, 15, 20, 27
RF.K.1	<ol style="list-style-type: none"> <li value="3">c. Understand that words are separated by spaces in print.</li> </ol>	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 6-7, 12-13, 16-17, 22, 24-25
<b>Phonics and Word Recognition</b>		
RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words. <ol style="list-style-type: none"> <li>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</li> </ol>	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 5, 8, 11, 18-19, 24-25, 27, 30
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.</li> </ol>	<b>SE:</b> 5-7, 12-13, 18-19, 24-25
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>).</li> </ol>	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 6-7, 12-13, 16-17, 22, 24-25
<b>Fluency</b>		
RF.K.4.	Read emergent-reader texts with purpose and understanding.	<b>SE:</b> 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30

CCSS REFERENCE	READING STANDARDS FOR SPEAKING AND LISTENING	Nicknames
<b>Comprehension and Collaboration</b>		
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 (Reader's Theater)

CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Nicknames
<b>Vocabulary Acquisition and Use</b>		
L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	SE: 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30, 31 (Reader's Theater)

# Common Core State Standards – Grade 1

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CCSS REFERENCE	READING STANDARDS FOR LITERATURE	Nicknames
	<b>Key Ideas and Details</b>	
RL.1.1.	Ask and answer questions about key details in a text.	SE: 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30
	<b>Integration of Knowledge and Ideas</b>	
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: 4-5, 8-9, 12-13, 18-19, 24-25, 28-29
	<b>Range of Reading and Level of Text Complexity</b>	
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: 5-8, 15-20, 27-29, 30, 31 (Reader's Theater)

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Nicknames
	<b>Print Concepts</b>	
RF.1.1.	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ol>	<i>This standard is addressed through the text. See, for example:</i> SE: 5-7, 12-13, 18-19, 24-25
	<b>Phonological Awareness</b>	
RF.1.2.	<ol style="list-style-type: none"> <li>a. Orally produce single-syllable words by</li> </ol>	SE: 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30

	blending sounds (phonemes), including consonant blends.	
<b>Phonics and Word Recognition</b>		
<b>RF.1.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words: 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> <b>SE:</b> 5-6, 11, 12-13, 18-19, 30
	b. Decode regularly spelled one-syllable words.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 5, 8, 11, 18-19, 24-25, 27, 30
	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> <b>SE:</b> 6-7, 11, 12-13, 15, 24-25, 27
	e. Read words with inflectional endings.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 5-6, 8, 13, 15, 19-20, 29
	f. Recognize and read grade-appropriate irregularly spelled words.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 7, 11-12, 15, 18-19, 24-25
<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.	<b>SE:</b> 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30
<b>RF.1.4.</b>	b. Read grade-level text orally with accuracy, appropriate rate, and expression.	<b>SE:</b> 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30, 31 Reader's Theater
<b>RF.1.4.</b>	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>SE:</b> 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30

CCSS REFERENCE	READING STANDARDS FOR SPEAKING AND LISTENING	Nicknames
<b>Comprehension and Collaboration</b>		
<b>SL.1.2.</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>SE:</b> 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30, 31 (Reader's Theater)
CCSS REFERENCE	READING STANDARDS FOR LANGUAGE	Nicknames
<b>Vocabulary Acquisition and Use</b>		
<b>L.1.6.</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	<b>SE:</b> 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30, 31 (Reader's Theater)

# Common Core State Standards – Grade 2

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CCSS REFERENCE	READING STANDARDS FOR LITERATURE	Nicknames
<b>Key Ideas and Details</b>		
RL.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: 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30
<b>Craft and Structure</b>		
RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	SE: 8, 15, 28
<b>Integration of Knowledge and Ideas</b>		
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: 4-5, 8-9, 12-13, 18-19, 24-25, 28-29
<b>Range of Reading and Level of Text Complexity</b>		
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 scaffolding as needed at the high end of the range.	<i>This standard is addressed through the text. See, for example:</i> SE: 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	Nicknames
<b>Phonics and Word Recognition</b>		
RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words: a. Distinguish long and short vowels when	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> SE: 6-7, 11, 12-13, 15, 24-25, 27

	reading regularly spelled one-syllable words.	
<b>RF.2.3.</b>	b. Know spelling-sound correspondences for additional common vowel teams.	<b>SE:</b> 5-8, 11-12, 15, 19, 24-25, 27-30
<b>RF.2.3</b>	c. Decode regularly spelled two-syllable words with long vowels.	<b>SE:</b> 13, 15, 18-20, 22, 24-25, 27-30
<b>RF.2.3.</b>	d. Decode words with common prefixes and suffixes.	<i>Opportunities to address this standard for suffixes appear throughout the text. See, for example:</i> <b>SE:</b> 5-6, 8, 13, 19, 29-30
<b>RF.2.3.</b>	f. Recognize and read grade-appropriate irregularly spelled words.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 7, 11-12, 15, 18-19, 24-25
<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.	<b>SE:</b> 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30
<b>RF.2.4.</b>	e. Read grade-level text orally with accuracy, appropriate rate, and expression.	<b>SE:</b> 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30
<b>RF.2.4.</b>	f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>SE:</b> 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR SPEAKING AND LISTENING</b>	<b>Nicknames</b>
<b>Comprehension and Collaboration</b>		
<b>SL.2.2.</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<b>SE:</b> 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30, 31 (Reader's Theater)

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR LANGUAGE</b>	<b>Nicknames</b>
<b>Vocabulary Acquisition and Use</b>		



<b>L.2.6.</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i> ).	<b>SE:</b> 5-8, 11-13, 15-20, 22, 24-25, 27-29, 30, 31 (Reader's Theater)
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