

# Common Core State Standards – Grade K

What's in My Pocket, Dear Dragon?  
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	What's in My Pocket, Dear Dragon?
	<b>Key Ideas and Details</b>	
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)
	<b>Craft and Structure</b>	
RL.K.4.	Ask and answer questions about unknown words in a text.	SE: 30-31 (Vocabulary)
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: 3-4, 6-12, 14-24, 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: Cover and 1 (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.</i> SE: 3-29
	<b>Range of Reading and Level of Text Complexity</b>	
RL.K.10.	Actively engage in group reading activities with	<i>This standard is addressed through the text. See,</i>

	purpose and understanding.	<i>for example:</i> <b>SE:</b> 3, 10, 16, 20, 28
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<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	<b>What's in My Pocket, Dear Dragon?</b>
<b>Print Concepts</b>		
<b>RF.K.1</b>	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> </ul>	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 4, 11, 14, 19
<b>RF.K.1</b>	<ul style="list-style-type: none"> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> </ul>	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 6, 12, 19, 23
<b>RF.K.1</b>	<ul style="list-style-type: none"> <li>c. Understand that words are separated by spaces in print.</li> </ul>	<i>This standard is addressed through the text. See, for example:</i> <b>SE:</b> 9, 14, 21, 28
<b>RF.K.1</b>	<ul style="list-style-type: none"> <li>d. Recognize and name all upper- and lowercase letters of the alphabet.</li> </ul>	<b>SE:</b> 30 (Phonics)
<b>Phonological Awareness</b>		
<b>RF.K.2</b>	<ul style="list-style-type: none"> <li>a. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</li> </ul>	<b>SE:</b> 30 (Phonemic Awareness)
<b>Phonics and Word Recognition</b>		
<b>RF.K.3.</b>	Know and apply grade-level phonics and word analysis skills in decoding words. <ul 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> </ul>	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 30-32
<b>RF.K.3.</b>	<ul style="list-style-type: none"> <li>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> </ul>	<b>SE:</b> 30 (Phonics), 32
<b>RF.K.3.</b>	<ul style="list-style-type: none"> <li>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> </ul>	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 32

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

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR SPEAKING AND LISTENING</b>	<b>What's in My Pocket, Dear Dragon?</b>
	<b>Comprehension and Collaboration</b>	
<b>SL.K.2.</b>	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.	<b>SE: 31 (Text Comprehension)</b>

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR LANGUAGE</b>	<b>What's in My Pocket, Dear Dragon?</b>
	<b>Vocabulary Acquisition and Use</b>	
<b>L.K.6.</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<b>SE: 30-31 (Vocabulary)</b>

# Common Core State Standards – Grade 1

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CCSS REFERENCE	READING STANDARDS FOR LITERATURE	What's in My Pocket, Dear Dragon?
<b>Key Ideas and Details</b>		
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)
<b>Craft and Structure</b>		
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: 3-21, 22-23, 24-28
<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: 3-21, 22-23, 24-29
<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: 3, 10, 16, 23, 28

CCSS REFERENCE	READING STANDARDS FOR FOUNDATIONAL SKILLS	What's in My Pocket, Dear Dragon?
<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> <b>SE:</b> 4, 11, 15, 24
<b>Phonological Awareness</b>		
RF.1.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> </ol>	<b>SE:</b> 30 (Phonemic Awareness)
RF.1.2.	<ol style="list-style-type: none"> <li>b. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> </ol>	<b>SE:</b> 30 (Phonemic Awareness)
<b>Phonics and Word Recognition</b>		
RF.1.3.	Know and apply grade-level phonics and word analysis skills in decoding words: <ol style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</li> </ol>	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 32
RF.1.3.	<ol style="list-style-type: none"> <li>b. Decode regularly spelled one-syllable words.</li> </ol>	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 32
RF.1.3.	<ol style="list-style-type: none"> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> </ol>	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 32
RF.1.3.	<ol style="list-style-type: none"> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> </ol>	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 32
	<ol style="list-style-type: none"> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> </ol>	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 32

	f. Read words with inflectional endings.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE: 32</b>
	g. Recognize and read grade-appropriate irregularly spelled words.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE: 32</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.	<b>SE: 31 (Fluency)</b>
<b>RF.1.4.</b>	b. Read grade-level text orally with accuracy, appropriate rate, and expression.	<b>SE: 31 (Fluency)</b>
<b>RF.1.4.</b>	c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>SE: 31 (Fluency)</b>

<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR SPEAKING AND LISTENING</b>	<b>What's in My Pocket, Dear Dragon?</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: 31 (Text Comprehension)</b>

# Common Core State Standards – Grade 2

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CCSS REFERENCE	READING STANDARDS FOR LITERATURE	What's in My Pocket, Dear Dragon?
<b>Key Ideas and Details</b>		
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)
<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: 30-31 (Vocabulary)
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: 3-21, 22-23, 24-28
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: 3-21, 22-23, 24-28
<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: 3-21, 22-23, 24-29
<b>Range of Reading and Level of Text Complexity</b>		

<b>RL.2.10.</b>	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> <b>SE:</b> 3, 10, 16, 24, 28
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<b>CCSS REFERENCE</b>	<b>READING STANDARDS FOR FOUNDATIONAL SKILLS</b>	<b>What’s in My Pocket, Dear Dragon?</b>
<b>Phonics and Word Recognition</b>		
<b>RF.2.3.</b>	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> <b>SE:</b> 30 (Phonics), 32
<b>RF.2.3.</b>	i. Know spelling-sound correspondences for additional common vowel teams.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 32
<b>RF.2.3.</b>	j. Decode regularly spelled two-syllable words with long vowels.	N/A
<b>RF.2.3.</b>	k. Decode words with common prefixes and suffixes.	<i>Opportunities to address this standard appear throughout the text. See, for example:</i> <b>SE:</b> 32
<b>RF.2.3.</b>	l. 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> 32
<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> 31 (Fluency)
<b>RF.2.4.</b>	e. Read grade-level text orally with accuracy, appropriate rate, and expression.	<b>SE:</b> 31 (Fluency)
<b>RF.2.4.</b>	f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>SE:</b> 31 (Fluency)



CCSS REFERENCE	READING STANDARDS FOR SPEAKING AND LISTENNING	What's in My Pocket, Dear Dragon?
<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> 31 (Text Comprehension)