



Common Core Standards Alignment

Updated: March 2021

Yellow Book 1
a (apple)
i (itchy)
o (octopus)
u (up)
e (elf)
th (thumb)
sh (ship)
ch (chimp)
wh (whistle)
floss rule (ff, ll, ss, zz)
initial l blend (flag)
initial s blend (swim)
initial r blend (drum)
final s blend (mask)
final l blend (belt)
final m and n blend (camp)
initial 3 letter blend (splash)

READING STANDARDS FOR LITERATURE

KEY IDEAS AND DETAILS

RL.1.1

Ask and answer questions about key details in a text

READING FOUNDATIONAL SKILLS

PRINT CONCEPTS

RF.K.1

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- d. Recognize and name all upper- and lowercase letters of the alphabet

RF.1.1

a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

RF.1.3

- a. Know the spelling-sound correspondences for common consonant digraphs
- b. Decode regularly spelled one-syllable words.
- g. Recognize and read grade-appropriate irregularly spelled words

PHONOLOGICAL AWARENESS

RF.K.2

- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

PHONICS AND WORD RECOGNITION

RF.K.3

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels and know the long and short sound of each vowel
- c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

FLUENCY

RF.1.4

a. Read on-level text with purpose and understanding

LANGUAGE

L.K.1

a. Print many upper- and lowercase letters.

LK.2

- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions

Orange Book 2
a-e (ape)
i-e (pine)
o-e (home)
u-e (mule)
e-e (eve)
vce review
syllable vc/cv (rabbit)
syllable vc/cvce (cupcake)
syllable review (camp)
ang (fang)
ing (ring)
ong (song)
ung (stung)
ng review
ank (bank)
ink (wink)
onk (honk)
unk (trunk)
nk review

READING STANDARDS FOR LITERATURE

KEY IDEAS AND DETAILS

RL.1.1

Ask and answer questions about key details in a text.

RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.2.3

Describe how characters in a story respond to major events and challenges.

READING FOUNDATIONAL SKILLS

PRINT CONCEPTS

RF.1.2

a. Distinguish long from short vowel sounds in spoken single-syllable words.

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends

PHONICS AND WORD RECOGNITION

RF.1.3

Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

g. Recognize and read grade-appropriate irregularly spelled words

RF.2.3

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

b. Know spelling-sound correspondences for additional common vowel teams.

c. Decode regularly spelled two-syllable words with long vowels

FLUENCY

RF.1.4

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

SPEAKING AND LISTENING

SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

LANGUAGE

L1.2

b. Use end punctuation for sentences.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

L2.2

d. Generalize learned spelling patterns when writing words

L2.4

a. Use sentence-level context as a clue to the meaning of a word or phrase.

Red Book 3
y long i (cry)
qu (question)
ck (duck)
tch (witch)
y long e (candy)
ai (rain)
ay (play)
ee (tree)
ea (peach)
ar (star)
or (horn)
ind, ild, old, ost
oa (boat)
er (monster)
ur (turkey)
ir (bird)
oe (toe)
ow (crow)
suffix ed(id) (planted)
suffix ed(d) (sailed)
suffix ed (t) (jumped)

READING STANDARDS FOR LITERATURE

KEY IDEAS AND DETAILS

RL.1.1

Ask and answer questions about key details in a text.

RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson

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.

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.

READING FOUNDATIONAL SKILLS

PRINT CONCEPTS

RF.1.2

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends

PHONICS AND WORD RECOGNITION

RF.1.3

Know the spelling-sound correspondences for common consonant digraphs.

c. Know final -e and common vowel team conventions for representing long vowel sounds.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

g. Recognize and read grade-appropriate irregularly spelled words

RF.2.3

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

c. Decode regularly spelled two-syllable words with long vowels

d. Decode words with common prefixes and suffixes.

RF.3.3

a. Identify and know the meaning of the most common prefixes and derivational suffixes.

c. Decode multi-syllable words.

d. Read grade-appropriate irregularly spelled words.

FLUENCY

RF.1.4

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

RF.2.4

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING

SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

LANGUAGE

L2.4

a. Use sentence-level context as a clue to the meaning of a word or phrase.

L3.2

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.

Purple Book 4
oo (ū) (food)
oo (ü) (cook)
ow (plow)
ey (valley)
ou (ouch)
oi (boil)
oy (toys)
igh (light)
ie (ē) (chief)
ie (ī) (pie)
ph (phone)
ea (ě) (bread)
ea (ā) (steak)
open syllables (go, me, cry)
suffix tion (station)
3+syllables (observation)
sion (television)
soft c (cereal)
soft g (gel)
ou (ū) (soup)
au (haunt)
aw (claw)
suffix es (foxes)
syllable c+le (gobble)

READING STANDARDS FOR LITERATURE

KEY IDEAS AND DETAILS

RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3

Describe how characters in a story respond to major events and challenges.

RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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.

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.

READING FOUNDATIONAL SKILLS

PHONICS AND WORD RECOGNITION

RF.2.3

- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels
- d. Decode words with common prefixes and suffixes.

- e. Identify words with inconsistent but common spelling-sound correspondences.

RF.3.3

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

RF.4.3

- a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

FLUENCY

RF.2.4

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF 3.4

- a. Read on-level text with purpose and understanding

SPEAKING AND LISTENING

SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

LANGUAGE

L2.2

- d. Generalize learned spelling patterns when writing words.

Blue Book 5
dge (bridge)
ew (chew)
silent e rule (driving)
y rule (ponies)
ei (ē) (ceiling)
ei (ā) (reindeer)
ei (gh) (sleigh)
doubling rule (winning)
ue (clue)
ui (fruit)
silent letters (kn,gh,gn,gu,mb,mn,wr,ps)
ch (k) (anchor)
a (o) (swan)
que /k/ (antique)
suffix age (bandage)
suffix ture (vulture)
suffix ous (dangerous)
suffix ance (ambulance)
suffix ence (audience)
suffix al (tropical)
suffix ial (memorial)
suffix ive (expensive)
prefix (un, pre, re)

READING STANDARDS FOR LITERATURE

KEY IDEAS AND DETAILS

RL.2.3

Describe how characters in a story respond to major events and challenges.

RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.4.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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.

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.

READING FOUNDATIONAL SKILLS

PHONICS AND WORD RECOGNITION

RF.2.3

d. Decode words with common prefixes and suffixes.

e. Identify words with inconsistent but common spelling-sound correspondences.

RF.3.3

a. Identify and know the meaning of the most common prefixes and derivational suffixes.

b. Decode words with common Latin suffixes.

c. Decode multi-syllable words.
d. Read grade-appropriate irregularly spelled words.

RF.4.3

a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

FLUENCY

RF 3.4

a. Read on-level text with purpose and understanding

RF 4.4

Read on-level text with purpose and understanding

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SPEAKING AND LISTENING

SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

LANGUAGE

L2.2

d. Generalize learned spelling patterns when writing words

L3.1

b. Form and use regular and irregular plural nouns.

c. Use abstract nouns (e.g., childhood).

d. Form and use regular and irregular verbs.

e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses

Beginning Consonants Book
b (balloon)
c (cat)
f (frog)
g (goat)
h (honey)
j (jump)
k (kite)
l (lion)
m (mittens)
n (nest)
p (popcorn)
r (reindeer)
s (sleigh)
t (tree)
v (vegetables)
w (witch)
x (xylophone)
y (yawn)
z (zebra)
d (dog)

**READING FOUNDATIONAL
SKILLS (RF)**

PRINT CONCEPTS

RF.K.1

b. Recognize that spoken words are represented in written language by specific sequences of letters.

d. Recognize and name all upper- and lowercase letters of the alphabet

PHONICS AND WORD

RECOGNITION

RF.K.3

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

LANGUAGE

**CONVENTIONS OF STANDARD
ENGLISH**

L.K.1

a. Print many upper- and lowercase letters.

Reading Comprehension
Sequencing
Predicting
Visualizing
Inferencing
Putting it all Together

**COMMON CORE STANDARDS
READING STANDARDS FOR
LITERATURE**

KEY IDEAS AND DETAILS

RL.1.1

Ask and answer questions about key details in a text

RL.1.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson

RL.1.3

Describe characters, settings, and major events in a story, using key details.

RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text

RL.2.3

Describe how characters in a story respond to major events and challenges

RL.3.1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

RL.3.3

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

RL.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.3

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text

FLUENCY

RF.1.4

Read with sufficient accuracy and fluency to support 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

RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

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

RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).