

# COMMON CORE STANDARDS

Standard		Foundations Lesson A, B, & C
<b>Kindergarten Reading Foundational Skills</b>		
RF.K.1a	Follow words from left to right, top to bottom, and page by page.	21-120
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	21-120
RF.K.1c	Understand that words are separated by spaces in print.	27-120
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.	5-68
RF.K.2a	Recognize and produce rhyming words.	64-65, 70, 76, 78-79
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.	42-44, 51-52, 75, 82-120
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.	3-10
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	7-9, 11-12, 15, 17-29, 31-32
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	33-34, 46-47, 60, 80, 91-92, 99, 106
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	6-40
RF.K.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	5-40
RF.K.3c	Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).	42-120
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	77
RF.K.4	Read emergent-reader texts with purpose and understanding.	25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80-84, 86-89, 91-94, 96-99, 101-104, 106-109, 111-113, 116-118
<b>First Grade Reading Foundational Skills</b>		
RF.1.1a	Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).	44, 110
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	36-39, 41, 50, 54, 56-59, 61-62, 68-69, 89, 95, 96
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	3-120 (This skill is practiced through spelling dictation.)
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	7-9, 11-12, 15, 17-29, 31-32

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RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	10-120 (This skill is practiced through spelling dictation.)
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.	41-120 (Introduced throughout and practiced daily with phonogram games.)
RF.1.3b	Decode regularly spelled one-syllable words.	21-120
RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	48-120 (Introduced throughout and practiced daily through phonogram games and silent E games.)
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	105
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	81-90, 92-120
RF.1.3f	Read words with inflectional endings.	86-90, 92-94, 98, 101, 111-113
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.	45, 55, 66-67, 76, 81, 86, 98, 100, 102, 108, 110-111, 117
RF.1.4a	Read grade-level text with purpose and understanding.	25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 81-84, 86-89, 91-94, 96-99, 101-104, 106-109
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 81-84, 86-89, 91-94, 96-99, 101-104, 106-109
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	80, 81-84, 86-89, 91-94, 96-99, 101-104, 106-109
<b>Kindergarten Language Skills</b>		
L.K.1a	Print many upper- and lowercase letters.	5-68
L.K.1b	Use frequently occurring nouns and verbs.	1-120
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).	53, 57, 75, 93-94
L.K.1d	Understand and use question words (interrogatives) (e.g. who, what, where, when, why, how).	52, 58, 74, 77
L.K.1e	Use the most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).	24, 47, 49, 54, 59, 62, 64, 69, 71, 72, 73, 78,
L.K.1f	Produce and expand complete sentences in shared language activities.	1-120
L.K.2a	Capitalize the first word in a sentence and the pronoun I.	44, 75, 110
L.K.2b	Recognize and name end punctuation.	44
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	5-80
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	21-120

Standard		Foundations Lesson A, B, & C
L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a bird and learning the verb to duck).	1, 23
L.K.4b	Use the most frequently occurring inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	53, 86-90, 91-94, 98, 101-103, 108, 111-113, 116
L.K.5a	Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.	99
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	113
L.K.5c	Identify real-life connections between words and their use (e.g. note places at school that are colorful).	82-83, 87-88, 92-93, 97-98, 102-103, 108-109, 112-113, 118-119
L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings.	6, 7
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	82-83, 87-88, 92-93, 97-98, 102-103, 108-109, 112-113, 118-119
<b>Kindergarten Reading Literature</b>		
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	45, 50, 55, 60, 65, 70, 75, 80
RL.K.2	With prompting and support, retell familiar stories, including key details.	45, 50, 55, 60, 65, 70, 75, 80
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	45, 50, 55, 60, 65, 70, 75, 80
RL.K.4	Ask and answer questions about unknown words in a text.	45, 50, 55, 60, 65, 70, 75, 80
RI.K.5	Recognize common types of texts (e.g. storybooks, poems).	114
RI.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	45, 50, 55, 60, 65, 70, 75, 80
RI.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).	60, 75
RI.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	55
RL.K.10	Actively engage in group reading activities with purpose and understanding.	45, 50, 55, 60, 65, 70, 75, 80
<b>Kindergarten Reading Informational Texts</b>		
RI.K.1	With prompting and support, ask and answer questions about key details in a text.	83, 88, 93, 98, 103, 109, 113, 119

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Standard		Foundations Lesson A, B, & C
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	90, 96, 104, 106, 108-110
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	83, 88, 93, 98, 103, 109, 113, 119
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	83, 88, 93, 98, 103, 109, 113, 119
RI.K.5	Identify the front cover, back cover, and title page of a book.	83, 88
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	82, 87
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear.	83, 88, 93, 98, 103, 109, 113, 119
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	83, 88, 93, 98, 103, 109, 113, 119
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic.	
RI.K.10	Actively engage in group reading activities with purpose and understanding.	83, 88, 93, 98, 103, 109, 113, 119
<b>Kindergarten Writing</b>		
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	95
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	49, 85, 90, 95, 100, 105, 110, 114, 115, 119, 120
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	49, 64, 69, 72, 78, 89, 115
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	85, 90, 95, 100, 105, 110, 114, 115, 119, 120
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
W.K.7	Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).	
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	

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Lesson	Standards
<b>1</b>	RF.K.2c, RF.1.2b
<b>2</b>	RF.K.2c, RF.1.2b
<b>3</b>	RF.K.2c, RF.1.2b
<b>4</b>	RF.K.2c, RF.1.2b
<b>5</b>	RF.K.1b, RF.K.2c, RF.K.3b, L.K.2c, L.1.1a, RF.1.2b
<b>6</b>	RF.K.3b, L.K.5d, L.K.2c, L.1.1a, RF.1.2b
<b>7</b>	RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3b, L.K.5d, RF.1.2b
<b>8</b>	RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3b, L.K.2c, L.1.1a, RF.1.2b
<b>9</b>	RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3b, L.K.2c, L.1.1a, RF.1.2b
<b>10</b>	RF.K.2c, RF.K.2d, RF.K.3a, RF.K.3b, L.K.2c, L.1.1a, RF.1.2b
<b>11</b>	RF.K.1d, RF.K.2b, RF.K.2d, RF.K.3a, RF.1.2b, RF.1.2c, RF.1.2d, L.K.2c, L.1.1a
<b>12</b>	RF.K.1d, RF.K.2b, RF.K.2d, RF.K.3a, RF.1.2b, RF.1.2c, RF.1.2d, L.K.2c, L.1.1a
<b>13</b>	RF.K.1d, RF.K.2b, RF.K.2d, RF.K.3a, RF.1.2b, RF.1.2c, RF.1.2d, L.K.2c, L.1.1a
<b>14</b>	RF.K.1d, RF.K.2b, RF.K.2d, RF.K.3a, RF.1.2b, RF.1.2c, RF.1.2d, L.K.2c, L.1.1a
<b>15</b>	RF.K.1d, RF.K.2b, RF.K.2d, RF.K.3a, RF.1.2b, RF.1.2c, RF.1.2d, L.K.2c, L.1.1a
<b>16</b>	RF.K.1d, RF.K.2b, RF.K.2d, RF.K.3a, RF.1.2b, RF.1.2c, RF.1.2d, L.K.2c, L.1.1a
<b>17</b>	RF.K.1d, RF.K.2b, RF.K.2d, RF.K.3a, RF.1.2b, RF.1.2c, RF.1.2d, L.K.2c, L.1.1a
<b>18</b>	RF.K.1d, RF.K.2b, RF.K.2d, RF.K.3a, RF.1.2b, RF.1.2c, RF.1.2d, L.K.2c, L.1.1a
<b>19</b>	RF.K.1d, RF.K.2b, RF.K.2d, RF.K.3a, RF.1.2b, RF.1.2c, RF.1.2d, L.K.2c, L.1.1a
<b>20</b>	RF.K.1d, RF.K.2b, RF.K.2d, RF.K.3a, RF.1.2b, RF.1.2c, RF.1.2d, L.K.2c, L.1.1a

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Lesson	Standards
<b>21</b>	RFK.1a, RFK.1b, RFK.1d, RFK.2b, RFK.2c, RFK.2d, RFK.3a, RFK.3b, RFK.3d, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3d, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e
<b>22</b>	RFK.1a, RFK.1b, RFK.1d, RFK.2b, RFK.2c, RFK.2d, RFK.3a, RFK.3b, RFK.3d, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3d, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e
<b>23</b>	RFK.1a, RFK.1b, RFK.1d, RFK.2b, RFK.2c, RFK.2d, RFK.3a, RFK.3b, RFK.3d, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3d, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e
<b>24</b>	RFK.1a, RFK.1b, RFK.1d, RFK.2b, RFK.2c, RFK.2d, RFK.3a, RFK.3b, RFK.3d, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3d, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e
<b>25</b>	RFK.1a, RFK.1b, RFK.1d, RFK.2b, RFK.2c, RFK.2d, RFK.3a, RFK.3b, RFK.3d, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3d, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e, SL.K.5
<b>26</b>	RFK.1a, RFK.1b, RFK.1d, RFK.2b, RFK.2c, RFK.2d, RFK.3a, RFK.3b, RFK.3d, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3d, RF.1.3f, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e
<b>27</b>	RFK.1a, RFK.1b, RFK.1d, RFK.2b, RFK.2c, RFK.2d, RFK.3a, RFK.3b, RFK.3d, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3d, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e
<b>28</b>	RFK.1a, RFK.1b, RFK.1d, RFK.2b, RFK.2c, RFK.2d, RFK.3a, RFK.3b, RFK.3d, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3d, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e, SL.K.5
<b>29</b>	RFK.1a, RFK.1b, RFK.1d, RFK.2b, RFK.2c, RFK.2d, RFK.3a, RFK.3b, RFK.3d, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3d, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e
<b>30</b>	RFK.1a, RFK.1b, RFK.1d, RFK.2b, RFK.2c, RFK.2d, RFK.3a, RFK.3b, RFK.3d, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3d, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e, SL.K.5
<b>31</b>	RFK.1a, RFK.1b, RFK.1c, RFK.1d, RFK.2b, RFK.2d, RFK.3a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e
<b>32</b>	RFK.1a, RFK.1b, RFK.1c, RFK.1d, RFK.2b, RFK.2d, RFK.3a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, L.K.1a, L.K.2c, L.K.2d, L.K.4a, L.1.1a, L.1.2e, SL.K.5
<b>33</b>	RFK.1a, RFK.1b, RFK.1c, RFK.1d, RFK.2b, RFK.2d, RFK.3a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, L.K.1a, L.K.2c, L.K.2d, L.K.4a, L.1.1a, L.1.2e
<b>34</b>	RFK.1a, RFK.1b, RFK.1c, RFK.1d, RFK.2b, RFK.2d, RFK.2e, RFK.3a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e
<b>35</b>	RFK.1a, RFK.1b, RFK.1c, RFK.1d, RFK.2b, RFK.2d, RFK.3a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e, SL.K.5
<b>36</b>	RFK.1a, RFK.1b, RFK.1c, RFK.1d, RFK.2b, RFK.2d, RFK.3a, RFK.3b, RFK.3d, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e
<b>37</b>	RFK.1a, RFK.1b, RFK.1c, RFK.1d, RFK.2b, RFK.2d, RFK.3a, RFK.3d, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, L.K.1a, L.K.2c, L.K.2d, L.K.5d, L.1.1a, L.1.2e, L.1.5d, L.1.1f
<b>38</b>	RFK.1a, RFK.1b, RFK.1c, RFK.1d, RFK.2b, RFK.2d, RFK.3a, RFK.3b, RFK.3d, RF.1.2a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e
<b>39</b>	RFK.1a, RFK.1b, RFK.1c, RFK.1d, RFK.2b, RFK.2d, RFK.3a, RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, L.K.1a, L.K.2c, L.K.2d, L.1.1a, L.1.2e, SL.K.5
<b>40</b>	