



Red Rocket Readers GRADE 1 Correlation to Common Core Standards: English Language Arts	Examples of Standard in Red Rocket Readers	Early Level 1 Fiction Set A	Early Level 1 Fiction Set B	Early Level 1 Informational Set A	Early Level 1 Informational Set B	Early level 2 Fiction Set A	Early level 2 Fiction Set B	Early Level 2 Informational Set A	Early Level 2 Informational Set B	Early Level 3 Fiction Set A	Early Level 3 Fiction Set B	Early Level 3 Informational Set A	Early Level 3 Informational Set B	Early level 4 Fiction Set A	Early level 4 Fiction Set B	Early Level 4 Informational Set A	Early Level 4 Informational Set B
Guided Reading Level Range		CD	CD	CD	CD	DE	DE	DE	DE	EG	EG	EG	EG	GH	GH	GH	GH
1.RL.9 Compare and contrast the adventures and experiences of characters in stories.	The classic story structure of tension, climax and resolution ensures that children want to engage with the Red Rocket fiction stories.	X	X			X	X			X	X			X	X		
<b>Range of Reading and Level of Text Complexity</b>																	
1.RL.10 With prompting and support, read prose and poetry appropriately complex for Grade 1.	The Red Rocket Readers series has been carefully structured and leveled. Using the Running Record Teacher Tools, teachers can continually assess the students are at appropriately complex reading levels.	X	X			X	X			X	X			X	X		
<b>READING STANDARDS FOR INFORMATIONAL TEXT</b>																	
<b>Key Ideas and Details</b>																	
1.Ri.1 Ask and answer questions about key details in a text.	Contained on the inside front cover of every Red Rocket Reader is the “Teacher Talk” feature – designed to guide and support the teacher by giving a brief introduction and overview of each topic (its setting, information and technical vocabulary), to model and aid group discussions.			X	X			X	X			X	X			X	X
1.Ri.2 Identify the main topic and retell key details of a text.	Teaching Plan calls for use of the Table of Contents to locate specific information and to refer to the Glossary to clarify basic concepts. Use captions to expand on text.			X	X			X	X			X	X			X	X
1.Ri.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Teaching Plan calls for students to develop research skills based on the topic.			X	X			X	X			X	X			X	X
<b>Craft and Structure</b>																	
1.Ri.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Red Rocket Readers Informational Strand feature a Glossary, an Index, and Table of Contents. Key Words are identified on the inside front cover of each title.			X	X			X	X			X	X			X	X



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Guided Reading Level Range		CD	CD	CD	CD	DE	DE	DE	DE	EG	EG	EG	EG	GH	GH	GH	GH
<b>Phonological Awareness</b>																	
<b>1.RF.2 Demonstrate understanding of spoken words syllables and sounds (phonemes)</b>	The complexities of skills introduced in the Red Rocket Readers progressively increase as the various levels of instruction are worked through. The Teaching plan identifies phonic skills and teaching opportunities raised in each text and additional phonics skills can be incorporated into the lesson as required.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>1.RF.2a</b> Distinguish long from short vowel sounds in spoken single-syllable words.	As above																
<b>1.RF.2b</b> Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.	As above																
<b>1.RF.2c</b> Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in spoken single syllable words.	As above																
<b>1.RF.2d</b> Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	As above																
<b>Phonics and word recognition</b>																	
<b>1.RF.3 Know and apply grade level phonics and word analysis skills in decoding words.</b>	Through a carefully controlled sequence of challenges in the Red Rocket Readers, students will increase control of phonological patterns and phonic knowledge in context. Additional teaching opportunities are highlighted in the Teaching Plan of each text.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>1.RF.3a</b> Know the spelling sound correspondences for common consonant digraphs.	As above																
<b>1.RF.3b</b> Decode regularly spelled one-syllable words.	As above																

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Guided Reading Level Range		CD	CD	CD	CD	DE	DE	DE	DE	EG	EG	EG	EG	GH	GH	GH	GH
<b>1.RF.3c</b> Know final –e and common vowel team conventions for representing long vowel sounds.	As above																
<b>1.RF.3d</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	As above																
<b>Fluency</b>																	
<b>1.RF.4</b> Read with sufficient accuracy and fluency to support comprehension.	Designed for early reading success, the Red Rocket Readers are packed with intervention strategies to avoid reading difficulties and promote comprehension and fluency.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>1.RF.4a</b> Read on-level text with purpose and understanding.	Running Records allow teachers to assess progress and guide them on levels.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>1.RF.4b</b> Read on-level text, orally with accuracy, appropriate rate, and expression on successive readings.	Support with phrasing (line breaks), in Red Rocket Readers aids fluency. Bold font, extra spacing and red highlighting support the learner reader.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>1.RF.4c</b> Use context and confirm or self-correct word recognition and understanding, rereading as necessary.	Supportive illustrations and photographs assist students to decode text.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Text Types and Purposes</b>																	
<b>1.W.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	The Teaching Plan tells the teacher to promote drama, writing or art as creative follow-up activities. Early level 1 onwards.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>1.W.2</b> Write informative/explanatory texts in which they name a topic supply some facts about the topic, and provide some sense of closure.	Red Rocket Teaching Plan calls for development of research skills based on each topic and use the Glossary to clarify concepts.			X	X			X	X			X	X			X	X

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	Guided Reading Level Range	CD	CD	CD	CD	DE	DE	DE	DE	EG	EG	EG	EG	GH	GH	GH	GH
1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.																	
<b>Production and Distribution of Writing</b>																	
1.W.4 (begins in Grade 3)																	
1.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Not explicitly taught or assessed, but modelled and can be applied to follow-up writing activities.			X	X			X	X			X	X			X	X
1.W.6 With guidance and support explore a variety of digital tools to produce and publish writing, including in collaboration with peers.																	
<b>Research to Build and Present Knowledge</b>																	
1.W.7 Participate in shared research and writing projects (e.g. explore a number of books by a favourite author and express opinions about them).																	
1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	The Red Rocket Teaching Plans asks students to develop research skills based on this topic, use table of Contents to locate specific information and refer to the Glossary to clarify basic concepts.			X	X			X	X			X	X			X	X
1.W.9 (Begins in Grade 4)																	
<b>Range of Writing</b>																	
1.W.10 (Begins in Grade 3)																	

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<b>Comprehension and Collaboration</b>																	
<b>1.SL.1</b> Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.	The Red Rocket Teacher Talk introduction is included on the inside cover of each title to stimulate class and group discussions and for teachers to model.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>1.SL.1a</b> Follow agreed upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).	Although not explicitly taught there are opportunities for teachers to reinforce these standards in small group discussions before and after reading the texts.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>1.SL.1b</b> Build on others talk in conversations by responding to the comments of others through multiple exchanges.	As above																
<b>1.SL.2</b> Ask questions to clear up any confusion about the topics and text under discussion.	The Red Rocket Reader Teacher Talk introduction has been carefully crafted ask questions, introduce characters or settings and to clarify any unfamiliar concepts pre-reading the book.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>1.SL.3</b> Ask and answer questions about what a speaker says in order to gather additional information, or clarify something that is not understood.	Students ask or answer questions and discuss ideas as they read.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Presentation of Knowledge and Ideas</b>																	
<b>1.SL.4</b> Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.																	
<b>1.SL.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	Teaching Plans ask for promotion of art as a creative follow-up activity.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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1.SL.6 Produce complete sentences when appropriate to task and situation.																	
<b>Conventions of Standard English</b>																	
1.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Modelled throughout the Red Rocket Readers series.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.L.1a Print many upper and lower case letters.	A print like font is used throughout the series to model. The Red Rocket Alphabet Explorers provides correct letter formation practice and support with photocopy worksheets and print instructions on each letter book for both cases. Pre-Reading level Red Rocket Readers feature red highlighting support of the upper and lowercase letter forms which are presented together. Flashcards provide opportunities for development of one-to-one matching skills.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.L.1b Use common, proper and possessive nouns.	Students meet common, proper and possessive nouns throughout the Red Rocket Readers series.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.L.1c Use singular and plural nouns with matching verbs in basic sentences (e.g. he hops; We hop).	Students meet singular and plural nouns with matching verbs throughout the Red Rocket Readers series.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.L.1d Use personal possessive and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything).	Pronouns are used systemically throughout the Red Rocket Readers series and reinforced at appropriate levels.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.L.1e Use verbs to convey a sense of past, present and future (e.g. Yesterday I walked home; Today I walk home, Tomorrow I will walk home).																	



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1.L.1f Use frequently occurring adjectives.	High frequency sight words from Dolch, Fry and Reading Recovery word list are systematically introduced and highlighted as Key Word lists inside the front cover of each Red Rocket Reader.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.L.1g Use frequently occurring conjunctions (e.g. and, but, or, so, because).																	
1.L.1h Use determiners (e.g. articles, demonstratives).																	
1.L.1i Use frequently occurring prepositions (e.g. during, beyond, toward).																	
1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Using complete sentences is modelled throughout the Red Rocket Readers series.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	Red Rocket model these standards throughout the series and in particular the Pre-Reading, Emergent and Early level 1 texts use red highlighting to emphasize the letters and punctuation.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.L.2a Capitalize dates and names of people.	Modelled throughout the levels.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.L.2b Use end punctuation for sentences.	Red Rocket Pre-Reading and Emergent level texts use red highlighting to emphasize end punctuation. Modelled throughout.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
1.L.2c Use commas in dates and to separate single words in a series.																	
1.L.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	High frequency sight words from Dolch, Fry and Reading Recovery word list are systematically introduced and highlighted as Key Word lists inside the front cover of each Red Rocket Reader.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

