

Red Rocket Readers Kindergarten Correlation to Common Core Standards: English Language Arts	Examples of Standard in Red Rocket Readers	Pre-reading Fiction Set A	Pre-reading Fiction Set B	Pre-reading Informational A	Pre-reading Informational B	Emergent Fiction Set A	Emergent Fiction Set B	Emergent Informational Set A	Emergent Informational Set B	Early 1 Fiction Set A	Early 1 Fiction Set B	Early 1 Informational Set A	Early 1 Informational Set B	Early 2 Fiction Set A	Early 2 Fiction Set B	Early 2 Informational Set A	Early 2 Informational Set B
	Guided Reading Level Range	A	A	A	A	AB	AB	AB	AB	CD	CD	CD	CD	DE	DE	DE	DE
READING STANDARDS FOR LITERATURE																	
Key Ideas and Details																	
K.RL.1 With prompting and support, 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 story (its characters, plot, scene and vocabulary), to model and aid group discussions.	X	X			X	X			X	X			X	X		
K.RL.2 With prompting and support, retell familiar stories, including key details.	The Teaching Plan included on the inside front cover for each Red Rocket Readers title calls for promotion of drama, writing and art as creative follow-up activities.	X	X			X	X			X	X			X	X		
K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	Designed to orientate the child to the text the Teaching Plan suggests use of the “Teacher Talk” introduction to stimulate discussion of the topic as this gives an overview of each story, its characters, setting and plot.	X	X			X	X			X	X			X	X		
Craft and Structure																	
K.RL.4 Ask & answer questions about unknown words in a text.	Key Words are identified on the inside front cover of each title and the Teaching Plans call for key words to be read in isolation (using flashcards on inside back cover) and within text. Teaching Plan instructs the use of initial letter plus picture clues to read unknown words.	X	X			X	X			X	X			X	X		
K.RL.5 Identify the front cover, back cover, and title page of a book.	Concepts of print are enhanced by the use of Page numbering on the title page.	X	X			X	X			X	X			X	X		
K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	The author and artist are identified on the outside cover and the title page with “written by” and “illustrated by” denoted.	X	X			X	X			X	X			X	X		

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	Integration of Knowledge and Ideas																
K.RL.7 With prompting and support, describe the relationship between the illustrations and the story in which they appear. (e.g. what moment in a story an illustration depicts).	Fiction titles feature supportive illustrations to assist children to decode the text and aid comprehension.	X	X			X	X			X	X			X	X		
K.RL.8 (not applicable to literature)																	
K.RL.9 With prompting and support, compare and contrast the adventure and experiences of characters in familiar stories.	The classic story structure of tension, climax and resolution ensures the children will want to engage with the stories.	X	X			X	X			X	X			X	X		
Range of Reading & Level of Text Complexity																	
K.RL.10 Actively engage in group reading activities with purpose and understanding.	Red Rocket Readers is a leveled reading program featuring a carefully controlled sequence of challenges ideal for use in guided reading or differentiated groups.	X	X			X	X			X	X			X	X		
READING STANDARDS FOR INFORMATIONAL TEXT																	
Key Ideas and Details																	
K.RI.1 With prompting and support, 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
K.RI.2 With prompting and support, 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
K.RI.3 With prompting and support, 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

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Craft and Structure																	
K.RI.4 Ask and answer questions about unknown words in a text.	Key Words are identified on the inside front cover of each title and the Teaching Plans call for key words to be read in isolation (using flashcards on inside back cover) and within text. Teaching Plan instructs the use of initial letter plus picture clues to read unknown words.			X	X			X	X			X	X			X	X
K.RI.5 Identify the front cover, back cover, and title page of a book.	Concepts of print are enhanced by the use of Page numbering on the title page.			X	X			X	X			X	X			X	X
K.RI.6 With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	The author is identified on the outside cover and the title page with "written by". (Note: Photographs are used for informational text).			X	X			X	X			X	X			X	X
Integration of Knowledge and Ideas																	
K.RI.7 With prompting and support, describe the relationship between the photographs and the text in which they appear. (e.g. what person, place, thing or idea in the text a photograph depicts).	High-impact photographs capture student interest and support textual understanding.			X	X			X	X			X	X			X	X
K.RI.8 With prompting and support, identify reasons an author gives to support points in a text.	High interest & technical words are featured in captions to enrich vocabulary & increase understanding.			X	X			X	X			X	X			X	X
K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).																	
Range of Reading and Level of Text Complexity																	
K.RI.10 Actively engage in group reading activities with purpose & understanding.	Red Rocket Readers enable students to access meaning & are carefully leveled to gradually develop successful reading strategies.			X	X			X	X			X	X			X	X

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READING STANDARDS : FOUNDATIONAL SKILLS <i>Print Concepts</i>																	
K.RF.1 Demonstrate understanding of the organization and basic features of print	RRR provide an essential first introduction to the basic conventions of print.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
K.RF.1a Follow words from left to right, top to bottom and page by page	Careful text placement for clarity and support are a feature of the Red Rocket Readers.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters.	Red highlighting used to emphasize upper and lowercase focus letter forms in Pre-Reading titles.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
K.RF.1c Understand that words are separated by spaces in print.	Red Rocket Readers feature addition spacing between words for clarity	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
K.RF.1d Recognize and name all upper and lowercase letters of the alphabet.	Introduced together and reinforced with 1 book per letter in the Alphabet Explorers series	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds	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 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
K.RF.2a Recognize and produce rhyming words	As above																
K.RF.2b Count, pronounce, blend & segment syllables in spoken words.	As above																
K.RF.2c Blend and segment onsets and rimes of single-syllable spoken words.	As above																

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K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.																	
K.W.9 (Begins in Grade 4)																	
Range of Writing																	
K.W.10 (Begins in Grade 3)																	
SPEAKING AND LISTENING STANDARDS																	
Comprehension and Collaboration																	
K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten 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
K.SL.1a 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
K.SL.1b Continue a conversation through multiple exchanges.	As above	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
K.SL.2 Confirm understanding of a text read aloud for information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	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
K.SL.3 Ask and answer questions to seek help, get information, or clarification on 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

