Yellow Book 1

<table>
<thead>
<tr>
<th>a (apple)</th>
</tr>
</thead>
<tbody>
<tr>
<td>i (itchy)</td>
</tr>
<tr>
<td>o (octopus)</td>
</tr>
<tr>
<td>u (up)</td>
</tr>
<tr>
<td>e (elf)</td>
</tr>
<tr>
<td>th (thumb)</td>
</tr>
<tr>
<td>sh (ship)</td>
</tr>
<tr>
<td>ch (chimp)</td>
</tr>
<tr>
<td>wh (whistle)</td>
</tr>
<tr>
<td>floss rule (ff, ll, ss, zz)</td>
</tr>
</tbody>
</table>

**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 uppercase 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-syllable (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.
**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

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

**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.
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.

e. 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.
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.
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.

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

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
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.

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