

## First Grade Common Core State Standards Fulfilled by the *King School Series Teacher's Guide—Lvl 3–14*

As you strive to meet the Common Core State Standards in your classroom, you will find a key ally in the *King School Series* and its *Teacher's Guide (TG)*. Offering a well-rounded treatment of the stories, our materials prompt students to use a variety of cognitive, verbal, reading, and writing skills along the way. Every story and its corresponding TG supplements cover most, if not all, of the standards listed below. The Instructional Sequence, which is further customized in every story's Lesson Plan in the TG, references the below codes to demonstrate where and how the *King School Series* fulfills specific standards.<sup>1</sup>

<p style="text-align: center;"><b>Reading: Literature</b></p> <p><b>RL.1.1</b> Ask and answer questions about key details in a text.</p> <p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p><b>RL.1.3</b> Describe characters, settings, and major events in a story, using key details.</p> <p><b>RL.1.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, or events.</p> <p><b>RL.1.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p style="text-align: center;"><b>Reading: Foundational Skills</b></p> <p><b>RF.1.1</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF.1.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>RF.1.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.1.4</b> Read with sufficient accuracy and fluency to support comprehension.</p> <p style="text-align: center;"><b>Writing</b></p> <p><b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>W.1.3</b> 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.</p> <p><b>W.1.8</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p style="text-align: center;"><b>Language</b></p> <p><b>L.1.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> <p style="text-align: center;"><b>Speaking &amp; Listening</b></p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.</p>
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<sup>1</sup> Common Core State Standards (CCSS) citations are coded as follows: The abbreviation of the instructional strand's name; the grade level; and, finally, the standard. So the standard labeled "RL.1.3" indicates the "Reading: Literature" strand for *first* grade, standard number *three*, which is "Describe characters, settings, and major events in a story, using key details." For a complete listing of the CCSS, please visit [www.corestandards.org](http://www.corestandards.org).

## First Grade KSS *Teacher's Guide* Instructional Sequence with CCSS Annotations

The Instructional Sequence below, which is further customized in every book's Lesson Plan in the *King School Series Teacher's Guide*, references the Common Core State Standards (CCSS) codes to demonstrate where and how the King School Series fulfills specific standards.

CCSS citations are coded as follows: The abbreviation of the instructional strand's name; the grade level; and, finally, the standard. So the standard labeled "RL.1.3" indicates the "Reading: Literature" strand for *first* grade, standard number *three*, which is "Describe characters, settings, and major events in a story, using key details." For a complete listing of the CCSS, please visit [www.corestandards.org](http://www.corestandards.org).

### Before Students Read a New Book Aloud

#### **Build students' confidence in their reading ability**      RF.1.4

- Praise something specific the students accomplished in the last reading session.
- Have the students warm up by reading out loud a book they mastered in a previous session.
- Nurture an "I Can Do It" attitude by, at first, selecting books at a level that students can handle fairly easily. Later, move to books that offer a moderate challenge.
- Give students a brief checklist showing all they will accomplish by the end of the session.

#### **Create interest in a new book**      RL.1.7, RL.1.10, RF.1.4, SL.1.1, SL.1.2, SL.1.3, SL.1.6, L.1.6

- Build excitement by pulling (or have a student pull) the new book out of a "Magic Book Bag." Talk enthusiastically about the book.
- Pointing to the words on the cover, say the book's title and the names of the author and illustrator.
- Connect the book to the students' experience by engaging them in a brief physical activity or by using a readily available object as a prop.
- Ask questions about the book's cover, and relate the cover illustration to the students' lives.
- Read the book aloud, hamming it up, making the story as engaging as you can.
- As you read, occasionally offer spirited remarks about the book's illustrations, characters, and events; make predictions about what might happen next; encourage students to do the same.

#### **Prepare students to read the new book**      RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10, RF.1.4, SL.1.1, SL.1.2, SL.1.3, SL.1.6, L.1.1, L.1.6

- If you've already read the book to the students, ask several well-chosen questions that focus students on a book's core ideas. The following kinds of questions work well:
  - *Student-centered*—"Derek likes to play with cars. What kind of toys do you like to play with?"
  - *Text-based*—"What snack does Victor pack?"
  - *Predicting*—"What color do you think Jasmin will use next?"
  - *Inferential*—"How do you think Kendra feels about taking a bath?"
  - *Visual*—"Look closely at the illustration. Where do you think Mrs. Hall's class is returning from?"
  - *Vocabulary*—"What do you think the word *huge* means in the sentence 'The storm left a huge tree on the front steps'?"
- Provide background information, explain concepts, and preview vocabulary needed for students to understand the book.
- Rather than having students do a "cold" read-aloud from the outset, try the following:
  - Do a picture-walk through all or part of the book.
  - Have the students read the book silently before asking them to read aloud.

## When Students Read the New Book Aloud

### Use a shared reading strategy to give students confidence [RL.1.7, RL.1.10, RF.1.1, RF.1.2, RF.1.3, RF.1.4, L.1.1](#)

- To warm students up before asking them to read aloud, try the following:
  - *Choral reading*—Start by reading together. Fade out when the student signals that he or she is ready to read alone.
  - *Echo reading*—Read one page/paragraph/sentence aloud. Then have the student read the same material.
  - *Take-turns reading*—Read one page/paragraph/sentence aloud. Then have the student read the next page/paragraph/sentence.
- Reverse roles. Pretend to be a student, and let students know that you're going to read out loud and make some mistakes on purpose. Have the students pretend to be a teacher correcting you. Delighted by this role reversal, the children will be proud of all the mistakes they catch.

### Make comments and ask questions to engage students and check comprehension [RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.10, RF.1.4, SL.1.1, SL.1.2, SL.1.3, SL.1.6, L.1.1, L.1.6](#)

- Occasionally remark on the book's characters and events.
- Encourage students to make predictions about what might happen.
- Ask questions that require more than simple yes-no answers: As before, *student-centered, text-based, predicting, inferential, visual, and vocabulary questions* are effective.

### Help students navigate difficult patches [RF.1.1, RF.1.2, RF.1.3, RF.1.4, SL.1.1, L.1.1, L.1.4, L.1.5, L.1.6](#)

- Show students how to figure out challenging words by using context clues as well as decoding and word-attack skills.
- Provide carefully worded prompts, encouragement, and praise to keep students going when they encounter difficulties.
- Try to honor students' requests to reread the book. Revisiting a favorite book is a treat—and it builds fluency.

## When Students Finish Reading the New Book Aloud

### Deepen students' connection to the book [RL.1.1, RL.1.2, RL.1.3, RL.1.10, RF.1.4, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, L.1.1, L.1.6](#)

- Talk about and return to favorite parts of the book.
- Relate the book's events to incidents in the students' lives.
- Try to honor students' requests if they'd like to reread the book. Rereading promotes fluency, which, in turn, enhances comprehension.

### Check students' comprehension [RL.1.1, RL.1.2, RL.1.3, RL.1.7, RL.1.10, RF.1.4, SL.1.1, SL.1.2, SL.1.3, SL.1.6, L.1.6](#)

- Help students retell the story in their own words.
- Ask questions that require more than simple yes-no responses. Here, too, *student-centered, text-based, predicting, inferential, visual, and vocabulary questions* are effective.

### Have students complete the Story Check and Hands-on Activity [RL.1.1, RL.1.2, RL.1.3, RL.1.7, RF.1.3, RF.1.4, W.1.3, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6](#)

### Introduce new knowledge and/or vocabulary related to the book [RF.1.3, SL.1.1, SL.1.4, L.1.4, L.1.5, L.1.6](#)

**Have students do a brief book–related writing/art activity**  
SL.1.5, L.1.1, L.1.2, L.1.6

W.1.2, W.1.3, W.1.8, SL.1.2,

**Have students do a brief writing-journal entry** W.1.2, W.1.3, W.1.8, L.1.1, L.1.2, L.1.4, L.1.5, L.1.6

### **Ending the Session**

- Compliment students on something they did especially well during the session.
- Give students a tangible symbol of all they accomplished by having them do any of the following:
  - Complete the checklist you handed out at the beginning of the session.
  - Add the new book to a personal book list you may ask each child to keep.
  - Color a new band on a personal Reading Rainbow you may ask each child to keep.  
(Hand out a black and white drawing of a rainbow; each band of the rainbow represents a specific number of books read. Have students color a band after they read the designated number of books.)
- Express your pleasure in the time spent with the students and say you look forward to the next time you read together.