California Common Core Standard Correlation

Trouble in the Hen House: A Puppet Show

Reading Standards For Literature								
Kindergarten	1st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade			
With prompting	Retell stories,	Ask and answer	Ask and answer	Refer to details and	Compare and			
and support, ask	including key	such questions	questions to	examples in a text	contrast two or			
and answer	details, and	as who, what,	demonstrate	when explaining	more characters,			
questions about	demonstrate	where, when,	understanding	what the text says	settings, or events in			
key details in a	understanding of	why, and how to	of a text,	explicitly and when	a story or drama,			
text.	their central	demonstrate	referring	drawing inferences	drawing on specific			
	message or lesson	understanding	explicitly to the	from the text.	details in the text			
		of key details in	text as the basis		(e.g., how characters			
		a text.	for the answers.		interact).			
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Kindergarten	1st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade			
With prompting	Distinguish	Ask and answer	Describe how	Refer to details	Distinguish between			
and support,	between	such questions	reasons support	and examples in a	information			
describe the	information	as who, what,	specific points the author	text when	provided by			
connection between two	provided by	where, when,	makes in a text.	explaining what	pictures or other illustrations and			
individuals,	pictures or other illustrations and	why, and how to demonstrate	makes m a text.	the text says	information			
events, ideas, or	information	understanding		explicitly and when drawing	provided by the			
pieces of	provided by the	of key details in		inferences from	words in a text.			
information in a	words in a text.	a text.		the text.	words in a text.			
text.	words in a text.	a text.		the text.				
text		Reading Standard	ls Foundational Ski	lls				
Kindergarten	1st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade			
Read emergent-	Read with	Read with	Read with	Read with	Read with sufficient			
reader texts	sufficient	sufficient	sufficient	sufficient	accuracy andfluency			
with purpose	accuracy and	accuracy	accuracy	accuracy and	to support			
and	fluency to	and fluency	and fluency	fluency to	comprehension			
understandin	support	to support	to support	support	a. Read on-level			
g	comprehensi	comprehen	comprehens	comprehensio	text with			
	on.	sion.	ion.	n.	purpose and			
	a. Read on-level	a. Read on-	a. Read on-	a. Read on-level	understanding.			
	text with	level text	level text	text with	b. Read on-level			
	purpose and	with	with purpose	purpose and	prose and			
	understanding	purpose and	and	understanding.	poetry orally			
		understandi	understandi	b. Read on-level	with accuracy,			
	b. Read on-level	ng.	ng	prose and	appropriate			
	text orally		b. Read on-	poetry orally	rate, and			
	with	•	level prose	with accuracy,	expression on			
	accuracy,		and poetry	appropriate	successive			
	appropriate		orally with	rate, and	readings.			
	rate, and		accuracy,	expression on successive				
	expression on successive		appropriate rate, and	readings.				
	readings.		expression	reauiiigs.				
	reauligs.		on					
			successive					
			readings.					
Writing Standards								
Kindergarten	1st Grade	2 nd Grade	3 rd Grade	4 th Grade	5 th Grade			
Use a	With guidance	Recall	Write narratives	Write narratives to	Write narratives to			
combination of	and support	informatio	to develop	develop real	develop real or			
drawing,	from adults,	n from	real or	or imagined	imagined			
dictating, and	recall	experience	imagined	experiences	experiences or			

Speaking an	narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.	narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.				
Speaking and Listening Standards Kindergarten $1^{ m st}$ Grade $2^{ m nd}$ Grade $3^{ m rd}$ Grade $4^{ m th}$ Grade $5^{ m th}$ Grade							
Kindergarten 1st Grade 2nd Grade Confirm Add drawings or Produce	Ask and answer	Paraphrase	Paraphrase				
understanding other visual complete	questions	portions of a	portions of a text				
of a text read displays to sentences	about	text read aloud	read aloud or				
1 3	information	or information	information				
<u> </u>							
information when appropriate	from a	presented in	presented in				
presented appropriate to to task and	speaker,	diverse media	diverse media				

orally or through other media by asking and answering questions about key details and requesting clarification if something is not	clarify ideas, thoughts, and feelings.	situation in order to provide requested detail or clarification.	offering appropriate elaboration and detail.	and formats, including visually, quantitatively, and orally.	and formats, including visually, quantitatively, and orally.
not understood.					