



**How The Reading Game's  
Card Games, Flashcards and Books  
Meet the Common Core State Standards for English Language Arts  
for Kindergarten and First Grade**



## **Introduction**

**“The Reading Game” is an interactive sight word and learn-to-read program for emergent and struggling readers. It is meant for use with Pre-K, K and 1<sup>st</sup> Grade students who are on the cusp of reading. It can be used in all three of these grades, as well as with struggling readers who are having difficulty learning to read at any grade level. Each child will be ready to start reading at a different time and at her/his own pace, which is why “The Reading Game” is recommended for these four classroom environments. Signs that the student is ready to begin reading, and the game can be utilized are:**

- 1. The student shows a demonstrated familiarity with all the letters of the alphabet**
- 2. The student shows a demonstrated interest in story time –either pretending to read (even if the book is upside down) or following words on the page with the forefinger when being read to**

**The card game incorporates many of the high frequency words for Kindergarten and 1<sup>st</sup> Grade as well as many of the Dolch Sight Words\*. The words are memorized through the rote learning matching memory card game, which hard-wires these vocabulary words into long-term memory. Once ten words are memorized, the picture flashcard is used to introduce short sentences and phrases that relate to the picture and reinforce words just learned so the student becomes fluent in reading**

**these words. These flashcards introduce capitalization and punctuation to the child to set them up for success when reading the storybooks. The storybooks, of which there are six, are aligned to the six card games and flashcards. Each story is content rich and engaging. These stories inform young and questioning minds, have characters and situations that children identify with, provide triggers to fire the imagination, and offer appropriate topics for discussion in the classroom on fictional and non-fictional topics.**

**“The Reading Game” is supplemental material which provides a staged learning format to teach high frequency words and build fluency in reading. The game works with most standard curriculums and is suitable for "reading centers." Game play can be between the student and “reading buddies” or in small groups, with parent volunteers, and/or teaching assistants.**

**“The Reading Game” website includes printable individual student “pre and post game” sight word and test sentence assessment worksheets, as well as class recording sheets for both, enabling measurable, quantifiable, formative and summative assessments of the individual student’s progress, the class’s progress as a whole, and the overall effectiveness of the program. Phonics teaching can easily be incorporated once the game series has been completed, using the 180 original word cards for phonics activities, word families, and practice sentence building. “The Reading Game” was developed and written by “Wordly Wise” author Kenneth Hodkinson.**



# THE STANDARDS

The Reading Game meets common core English Language Art standards for Kindergarten and 1st grade students in four skill sets:

- ✓ Foundational Skills
- ✓ Language
- ✓ Speaking and Listening
- ✓ Reading (Literature and Informational Text)

These four skill sets are met through the staged learning format of "The Reading Game". Its memory card game first introduces high frequency and Dolch sight words for K and 1st grade as well as questions words (interrogatives), prepositions, and verbs. A total of 180 words are learned upon completion of the series of six games. The games invite discussion of word meaning, spelling; sounding the words out loud, irregularly spelled words, and helps the student to distinguish between similarly spelled words.

The flashcards reinforce the high frequency words learned through game play and introduce the concept of reading from left to right through short phrases which incorporate the sight words learned, and introduce capitalization, proper pronouns and punctuation. They have pictures that help confirm context of the words.

The third stage of "The Reading Game" are its storybooks, which are told using only the thirty words learned in the accompanying card game and supporting flashcards. The books use a variety of punctuation and are emergent reader texts showing the organization and basic features of print. Some of the storybooks are familiar stories (Goldilocks ) and some are informational, (penguins living in the Arctic). The stories develop fluency in reading as there are no unfamiliar words the student will come across having played the game, thereby building confidence and enjoyment in their ability.

The specific standards of each strand that "The Reading Game" meets is listed below for Foundational Skills, Language and Speaking & Listening. We have developed a separate chart to exhibit the Reading for Literature and Informational Text standards showing which aspects of "The Reading Game's" storybooks themes and non-fictional information meet each of these specific criteria.

## English Language Arts Standards » Reading: Foundational Skills » Kindergarten

### Print Concepts

- CCSS.ELA-Literacy.RF.K.1 Demonstrate understanding of the organization and basic features of print.
  - CCSS.ELA-Literacy.RF.K.1a Follow words from left to right, top to bottom, and page by page.

- CCSS.ELA-Literacy.RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.
- CCSS.ELA-Literacy.RF.K.1c Understand that words are separated by spaces in print.

## **Word Recognition**

- CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## **Fluency**

CCSS.ELA-Literacy.RF.K.4 Read emergent-reader texts with purpose and understanding.

# English Language Arts Standards » Language » Kindergarten

## **Conventions of Standard English**

CCSS.ELA-Literacy.L.K.1b Use frequently occurring nouns and verbs.

- CCSS.ELA-Literacy.L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- CCSS.ELA-Literacy.L.K.1d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

CCSS.ELA-Literacy.L.K.1e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

- CCSS.ELA-Literacy.L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - CCSS.ELA-Literacy.L.K.2a Capitalize the first word in a sentence and the pronoun *I*
  - CCSS.ELA-Literacy.L.K.2b Recognize and name end punctuation.

## **Vocabulary Acquisition and Use**

- CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

# English Language Arts Standards » Speaking & Listening » Kindergarten

## Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.K.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - CCSS.ELA-Literacy.SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - CCSS.ELA-Literacy.SL.K.1b Continue a conversation through multiple exchanges.
- CCSS.ELA-Literacy.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- CCSS.ELA-Literacy.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

## Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.



# English Language Arts Standards » Reading: Literature & Informational Text » Kindergarten

Reading Standards for Literature	Reading Standards for Informational Text	The Reading Game (Literature and Informational Texts)
Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
1. With prompting and support, ask and answer questions about details and events in a text.	1. With prompting and support, ask and answer questions about key details and events in a text.	The six storybooks have developed characters in a wide variety of situations, providing opportunities to discuss such themes as: rejection and acceptance; exploration of the world of Nature; the power of imagination; and conformity and rebellion. Topics include: the food chain, Goldilocks, “the biter bit”, alphabet books, and the Antarctic.
2. With prompting and support, retell familiar stories, including key details.	2. With prompting and support, identify the main topic and retell key details of the text.	Each of the six content rich stories has a straightforward storyline and clearly-drawn characters. The plot of each story is easily to follow and each has an easily identifiable beginning, middle, and end. The stories are located in a variety of settings: the Unicorn story takes place in a child’s mind; the Bear story takes place in Fairytale land; the Penguins story takes the reader soaring in a plane over the Antarctic.
3. With prompting and support, identify characters, settings, and major events in a story.	3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	The storybooks identify characters, settings and major events and show clear connections between characters. Different types of relationships are explored; the animal food chain and the resulting relationships between various animals, friendship, fear, community and how it relates to group structure, rejection and acceptance, and excitement and imagination.
Craft and Structure	Craft and Structure	Craft and Structure
4. Ask and answer	4. With prompting and	One of the core goals of “The Reading Game” is to prepare the student to read the

questions about unknown words in a text.	support, ask and answer questions about unknown words in a text.	storybooks from start to finish knowing ALL the words in the story, as these have been memorized by playing the accompanying card game. The program is successful BECAUSE students are able to read a book from start to finish without frustration at coming across unknown words.
5. Recognize common types of texts (e.g. storybooks, poems).	5. Identify the front cover, back cover, and title page of a book.	The six books are each recognizable common types of text. Each is a unique storybook, with an obvious front cover, back cover, and title page.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	All six books clearly identify the author (on the cover) and illustrator (on the back cover). The illustrations in each book depict scenes from the story and the accompanying six card games each depict a correlating character from the six stories.
<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>	<b>Integration of Knowledge and Ideas</b>
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Each book is profusely illustrated, showing every aspect of the story delineated in the text. A variety of emotions is conveyed through the illustrations; these include sadness, joy, fear, surprise, wonder, and sheer animal exuberance. Word and picture can thus be accurately correlated throughout each of the books' thirty-two pages.
8. (Not applicable to literature)	8. With prompting and support, identify the reasons an author gives to support points in a text.	(Not applicable)

<p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>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).</p>	<p>(For Literature) All six of the storybooks include characters having adventures and experiences that will be comparable to other age-appropriate reading materials that the student will be familiar with. (For Informational Text) Not applicable</p>
<p><b>Range of Reading and Level of Text Complexity</b></p>	<p><b>Range of Reading and Level of Text Complexity</b></p>	<p><b>Range of Reading &amp; Level of Text Complexity</b></p>
<p>10. Actively engaging in group reading activities with purpose and understanding.</p>	<p>10. Actively engaging in group reading activities with purpose and understanding.</p>	<p>The memory card game is an interactive learning tool that is suitable for small groups of students in reading centers/groups and/or one-on-one play with a “reading buddy”, parent volunteers, teaching assistant, or classroom teacher. The game is clear; the memory matching card game format is one students are familiar with and enjoy playing. The storybooks can be read aloud in small groups by the “new” readers and group discussion can be held about the topics and themes in the books.</p>

# English Language Arts Standards » Reading: Foundational Skills » Grade 1

## Print Concepts

- CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.
  - CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

## Word Recognition

- CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.
- CCSS.ELA-Literacy.RF.1.3g Recognize and read grade-appropriate irregularly spelled words.

## Fluency

- CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.
  - CCSS.ELA-Literacy.RF.1.4a Read grade-level text with purpose and understanding.
  - CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and

expression on successive readings.

CCSS.ELA-Literacy.RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## English Language Arts Standards » Language » Grade 1

### Conventions of Standard English

- CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.
- CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  - CCSS.ELA-Literacy.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

CCSS.ELA-Literacy.L.1.1g Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

### Vocabulary Acquisition and Use

- CCSS.ELA-Literacy.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.1.6 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., *because*).

# English Language Arts Standards » Speaking & Listening » Grade 1

## Comprehension and Collaboration

- CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  - CCSS.ELA-Literacy.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - CCSS.ELA-Literacy.SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.

# English Language Arts Standards » Reading: Literature & Informational Text » Grade 1

Reading Standards for Literature	Reading Standards for Informational Text	The Reading Game
Key Ideas and Details	Key Ideas and Details	Key Ideas and Details
1. Ask and answer questions about key details and events in a text.	1. Ask and answer questions about key details in a text.	The six storybooks have developed characters and content covering a number of themes and events for discussion from which key details concerning the characters or storyline can be easily identified. Themes and topics include: rejection and acceptance; exploration of the Antarctic; the power of imagination; “the biter-bit”; the food chain; as well as familiar story lines such as Goldilocks, and alphabet books.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Identify the main topic and retell key details of a text.	(For Literature) Books 1-6 each have a central message /lesson suitable for discussion. (For Literature and Informational Text) Each of the content rich stories has a straightforward story line and clearly-drawn characters.
3. Describe characters, settings, and major events in a story using key details.	3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	The storybooks identify characters, settings and major events and show clear connections between characters. Different types of relationships are explored; the animal food chain and the resulting relationships between various animals, friendship, fear, community and how it relates to group structure, rejection and acceptance, excitement and imagination, and the characters’ relationship to the world around them. All six books depict a connection between two or more characters.

Craft and Structure	Craft and Structure	Craft and Structure
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	(Literature) Book One (Skunk) covers rejection and acceptance; Book Two (Snake) covers fear and surprise; Book Three (Bear) covers sneakiness and desire; Book Four (Penguins) covers social community; Book Five (Unicorn) covers the power of imagination; and Book Six (Zebra) covers feelings of conformity and rebellion.  (Informational) One of the core goals of “The Reading Game” is to prepare the student to read the storybooks from start to finish knowing ALL the words in the story, as these have been memorized by playing the accompanying card game. The program is successful BECAUSE students are able to read a book from start to finish without frustration at coming across unknown words.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Not applicable
6. Identify who is telling the story at various points in a text.	6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	(Literature) Each story has a clear narrative and character voices that are identifiable.  (Informational) Each story has illustrations that depict scenes from the story that can be discussed and compared with words in the text.
Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas
7. Use illustrations and details in a story to describe its characters,	7. Use the illustrations and details in a text to describe its key ideas.	The illustrations in each of the six storybooks clearly convey a relationship to the text, and depict characters, places, emotions, places and key ideas.



setting or events.		
8. (Not applicable to literature)	8. Identify the reasons an author gives to support points in a text.	Not applicable
9. Compare and contrast the adventures and experiences of characters in stories.	9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	(For Literature) Each of the six storybooks are content rich and the characters have experiences and adventures which can be compared to other age-appropriate reading materials that the student will be familiar with. (For Informational Text) Not applicable
<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>	<b>Range of Reading and Level of Text Complexity</b>
10. With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	10. With prompting and support, read informational texts appropriately complex for Grade 1.	Not applicable.