



## Links with State Standards

	Key Concepts	Extending Oral Vocabulary	High-frequency Words	Reading Literature	Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
<b>Set: My Family and Me</b> Shared reading of large texts encourages an entire class to read along with the teacher. This provides opportunities for students to develop concepts of print, a wide range of reading strategies and to extend oral language discussions.									
<b>Spotty Sam</b>	<ul style="list-style-type: none"> <li>Our body has different parts.</li> <li>When we are sick our body reacts in a certain way.</li> </ul>	chest eyes hands itch knee neck sore spot/spotty	a and be have I in on the to was	K.RL.3 With prompting and support, identify characters, settings, and major events in a story.		K.RF.2a Recognize and produce rhyming words.	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K.L.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>My Dog Rags</b>	<ul style="list-style-type: none"> <li>Animals use different actions to do things.</li> <li>Dogs are pets that need food, water, exercise, and sleep.</li> </ul>	dig eat flip flop gobbles gulps pants puffs run sleep slops slurps sniff swim wig wags zig zag	a and at have he his I in is of that the to	K.RL.5 Recognize common types of texts.		K.RF.2a Recognize and produce rhyming words.	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.1b Continue a conversation through multiple exchanges.	K.L.5a Sort common objects into categories to gain a sense of the concepts the categories represent.
<b>Into the Tent</b>	<ul style="list-style-type: none"> <li>Families like doing things together.</li> <li>Sometimes the smallest things can make a difference.</li> </ul>	bang bright brother creak crept Dad Grandpa me Mom noisy sister snap stretch	and I in that the to was with you	K.RL.4 Ask and answer questions about unknown words in a text.		K.RF.1a Follow words from left to right, top to bottom, and page by page.	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.1b Use frequently occurring nouns and verbs.
<b>Grandma's Favorite Things</b>	<ul style="list-style-type: none"> <li>Children can help adults solve problems.</li> <li>We try to give people what they like on their birthdays.</li> <li>Different people have different things that they like and dislike.</li> </ul>	dogwood favorite flowers grapes macaroons marshmallows pasta pepperoni pickles pizza sausages seafood sizzling spaghetti spicy sushi	a and be I of with you was	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.		K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.5a Sort common objects into categories.
<b>What a Mess!</b>	<ul style="list-style-type: none"> <li>We use different actions to do things.</li> <li>We need to be responsible for what we do.</li> <li>There are lots of ways to have fun at home.</li> </ul>	bubbles building clean cooking mess painting playing read skating	a and I in it of the to with you		K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.	K.RF.2b Count, pronounce, blend, and segment syllables in spoken words.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.5c Identify real-life connections between words and their use.
<b>Sharing Fruit</b>	<ul style="list-style-type: none"> <li>Fruit can look and taste different.</li> <li>Fruit is good for you and it is a healthy food choice.</li> </ul>	apples bananas berries cherries crispy crunchy grapes juicy lemons munch oranges plump squirty squishy squashy sweet tasty	a and are for have in on the to you		K.RI.1 With prompting and support, ask and answer questions about key details in a text.	K.RF.1c Understand that words are separated by spaces in print.	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	K.L.2c Write a letter or letters for most consonant and short-vowel sounds.



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	Key Concepts	Extending Oral Vocabulary	High-frequency Words	Reading Literature	Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
<b>Set: In the World</b> Shared reading of large texts encourages an entire class to read along with the teacher. This provides opportunities for students to develop concepts of print, a wide range of reading strategies and to extend oral language discussions.									
<b>John McBee</b>	<ul style="list-style-type: none"> <li>Playgrounds are fun places to visit.</li> <li>Sometimes we don't understand when people want to be our friends.</li> </ul>	brand bridge clatter fearsome fetch fright kite new patter play rope slide squish swish tree tunnel	a and are at be from he his I is of that the to with you	K.RL.2 With prompting and support, retell familiar stories, including key details.		K.RF.1b Recognizing that spoken words are represented in written language by specific sequences of letters.	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	K.SL.1b Continue a conversation through multiple exchanges.	K.L.5a Sort common objects into categories to gain a sense of the concepts the categories represent.
<b>Hullabaloo</b>	<ul style="list-style-type: none"> <li>Things come in different colors.</li> <li>Monsters are imaginary creatures.</li> </ul>	around bouncing frown green howl hullabaloo neighborhood red-faced roar sack scary stomped trash	a and as at he his in of on that the they this to with you	K.RL.4 With prompting and support, ask and answer questions about unknown words in a text.		K.RF.2a Recognize and produce rhyming words.	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	K.L.2a Capitalize the first word in a sentence and the pronoun I.
<b>Squeaky's Big Adventure</b>	<ul style="list-style-type: none"> <li>Sometimes things happen that we do not expect.</li> <li>Home is a good place to be.</li> </ul>	beach cows crawling curious dark dart dash farm flash horse hurry longed park pigs scurry shadows shiny slipped store zoo	a and as at in of on the to was with	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.		K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K.L.5d Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.
<b>In the Fairy Tale Woods</b>	<ul style="list-style-type: none"> <li>There are many fairy tale characters.</li> <li>We can hide in different places and positions.</li> </ul>	beanstalk characters down everywhere glum hood lightning out spy up woods	and at have he in the they to with you	K.RL.2 With prompting and support, retell familiar stories, including key details.		K.RF.2a Recognize and produce rhyming words.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.1e Use the most frequently occurring prepositions.
<b>I Spy Shapes</b>	<ul style="list-style-type: none"> <li>There are different types of shapes.</li> <li>Shapes are all around us.</li> </ul>	circle heart rectangle shapes square star triangle	a are as be for have I of the to was you		K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	K.RF.1d Recognize and name all upper- and lowercase letters of the alphabet.	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.4b Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.
<b>The Road</b>	<ul style="list-style-type: none"> <li>The construction of something follows a process.</li> <li>Large machines are used to build roads.</li> <li>People work together to build things.</li> </ul>	bulldozer car dump truck grader gravel pavement truck	and are is on that the this to		K.RI.1 With prompting and support, ask and answer questions about key details in a text.	K.RF.1b Recognize that spoken words are represented in written language by specific sequences of letters.	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.SL.1b Continue a conversation through multiple exchanges.	K.L.5d Distinguish shades of meaning among verbs describing the same general action by acting out the meanings



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	Key Concepts	Extending Oral Vocabulary	High-frequency Words	Reading Literature	Informational Texts	Foundational Skills	Writing	Speaking and Listening	Language
<b>Set: Living Things</b> Shared reading of large texts encourages an entire class to read along with the teacher. This provides opportunities for students to develop concepts of print, a wide range of reading strategies and to extend oral language discussions.									
<b>A Pizza for Bear</b>	<ul style="list-style-type: none"> <li>We use different actions to do things, e.g. eat, run, sleep, swim.</li> <li>When camping, be prepared for the unexpected.</li> </ul>	ambles crunch drools eats licks runs scampers scratches slurps sniffs swims	a and he his the to with	K.RL.1 With prompting and support, ask and answer questions about key details in a text.		K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.1b Use frequently occurring nouns and verbs.
<b>The Silliest Scarecrow</b>	<ul style="list-style-type: none"> <li>The animals worked with the farmer as a team to keep the birds away from the crops.</li> <li>It's often good to have people to help you.</li> <li>A scarecrow is used to stop birds from eating crops.</li> </ul>	black brown caw green hat pecking picking pink red scarecrow socks yellow	a and are at have I is on that the they with	K.RL.1 With prompting and support, ask and answer questions about key details in a text.		K.RF.2d Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	K.SL.1b Continue a conversation through multiple exchanges.	K.L.2b Recognize and name end punctuation.
<b>Little Arabella Miller</b>	<ul style="list-style-type: none"> <li>Families like to share things with each other.</li> <li>Some insects have life cycles where they look different at each stage.</li> </ul>	brother butterfly caterpillar huge jiggle mother strange watched wriggle	a and are as be for have it on the that to you	K.RL.1 With prompting and support, ask and answer questions about key details in a text.		K.RF.2b Count, pronounce, blend, and segment syllables in spoken words.	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.
<b>What Do Animals Do at the Zoo?</b>	<ul style="list-style-type: none"> <li>Lots of different animals live in a zoo.</li> <li>Animals act in different ways.</li> <li>We need to give zoo animals the right food.</li> </ul>	chatter din elephants flick lions monkeys prance roar trumpet slither snakes snarl snore squeal wiggle	a and at from in on that the they to	K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear.		K.RF.1a Follow words from left to right, top to bottom, and page by page.	K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	K.SL.1a Follow agreed-upon rules for discussions.	K.L.5d Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.
<b>What Lives Here?</b>	<ul style="list-style-type: none"> <li>Mini beasts live in gardens where they find their food.</li> <li>Mini beasts eat plants and each other.</li> <li>Larger predators eat mini beasts.</li> </ul>	animal bird caterpillar garden grasshopper insects leaves plants snail spider	a and in it this		K.RI.5 With prompting and support, describe the relationship between illustrations and the text in which they appear.	K.RF.1c Understand that words are separated by spaces in print.	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	K.L.1d Understand and use question words.
<b>Which Pet Is Best?</b>	<ul style="list-style-type: none"> <li>There are different types of pets.</li> <li>We have different opinions on which pets we like.</li> </ul>	bark best bird cat cuddly different dog fish hello hug insects knee mice mouse noisy okay purrs quiet rabbit slimy slippery sneeze soft too touch turtle	a and are as for have I is it on that the they to with you		K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	K.RF.2d Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.	K.L.5c Identify real-life connections between words and their use.