



# COMMON CORE STANDARDS ALIGNMENT

## Level A, Early Emergent

(Suggested uses: Read Aloud, Guided Reading, Buddy Reading, Shared Reading, Independent Reading, etc)

Title & Level	Standard Alignment/Text Features
<p><b>Can I Have a Pet?</b></p> <p>Level A (early emergent)</p> <p>*Teacher's College Assessment*</p>	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>What pets did the little girl ask for? Where was she when she asked for each pet?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? Who were the characters in the story? What happened in the story? How did the story end?</i>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 2. Look at the picture. What is happening in the story? What clues does the picture give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>Foundational Skills; Phonological Awareness; 2d (ex: word "pet" on page 2; word "yes" on page 8)</li> <li>Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "monkey" on page 3)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (can, I, have, a, yes)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 1d</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 5a (ex: <i>Which animals in the book were wild animals? Which animals in the book could be pets?</i>)</li> <li>Language Standards; Vocabulary Acquisition and Use; 5c (ex: <i>What are some other kinds of animals that were not in the book that you could find at the zoo? What are some other kinds of animals that were not in the book that people could have as pets?</i>)</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Cold and Hot</b></p> <p>Level A (early emergent)</p>	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>What pieces of clothing did the little boy put on? Who helped the little boy get dressed?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? Who were the characters in the story? What happened in the story? How did the story end?</i>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 3. Look at the picture. What is happening in the story? What clues does the picture give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>Foundational Skills; Phonological Awareness; 2d (ex: word "hot" on page 8)</li> <li>Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "coat" on page 3)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (I'm, put, on, your)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 5a (ex: <i>What did the little boy wear to play inside the house? What did the little boy wear to play outside the house?</i>)</li> <li>Language Standards; Vocabulary Acquisition and Use; 5c (ex: <i>What are some other types of clothing that you can wear during the winter? What are some types of clothing someone might wear during the summer? During the fall? During the spring? In the rain? etc</i>)</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Family Picnic</b></p> <p>Level A (early emergent)</p>	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>What did each of the family members do at the picnic?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? Who were the characters in the story? What happened in the story? How did the story end?</i>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 3. Look at the picture. What is happening in the story? What clues does the picture give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "laugh" on page 3)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (this, is, my, we, love)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



# COMMON CORE STANDARDS ALIGNMENT

## Level A, Early Emergent

(Suggested uses: Read Aloud, Guided Reading, Buddy Reading, Shared Reading, Independent Reading, etc)

Title & Level	Standard Alignment/Text Features
<p><b>First Day of School</b></p> <p>Level A (early emergent)</p>	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>What did the children do at school? How did the little boy feel at school?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? Who were the characters in the story? What happened in the story? How did the story end?</i>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 4-5. Look at the picture. What is happening in the story? How does the little boy feel? What clues does the picture give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: <i>use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "sad" on page 4</i>)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>it, is, my, day, very, feel</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>Meat Pies</b></p> <p>Level A (early emergent)</p>	<ul style="list-style-type: none"> <li>Informational Text; Key Ideas and Details; 1 (ex: <i>What things do we need to make meat pies? What did the grandmother and the boy do with each ingredient?</i>)</li> <li>Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about? What did the boy and his grandmother need to make meat pies?</i>)</li> <li>Informational Text; Craft and Structure; 4 (ex: <i>What is a rolling pin? What is it used for? How do you know?</i>)</li> <li>Informational Text; Craft and Structure; 5</li> <li>Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the illustrations? How does the illustrator help us as readers understand the information the author is trying to share with us?</i>)</li> <li>Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 4. What ingredients are the little boy and his grandmother using? How do you know? What clues does the illustration give you?</i>)</li> <li>Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>Foundational Skills; Phonological Awareness; 2d (ex: <i>word "pan" on page 3</i>)</li> <li>Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: <i>use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "butter" on page 2</i>)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>things, you, need</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>We Play Music</b></p> <p>Level A (early emergent)</p>	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>What instruments did the children play?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? Who were the characters in the story? What happened in the story? How did the story end?</i>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 2-3. Look at the picture. What is happening in the story? How is the little boy doing? How does he feel? What clues does the picture give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>Foundational Skills; Phonological Awareness; 2d (ex: <i>word "pan" on page 10</i>)</li> <li>Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: <i>use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "drum" on page 2</i>)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, play, a</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>What Do You See at the Pond?</b></p> <p>Level A (early emergent)</p> <p><i>*Teacher's College Assessment*</i></p>	<ul style="list-style-type: none"> <li>Literature; Key Ideas and Details; 1 (ex: <i>What did the mom and the little boy see at the pond?</i>)</li> <li>Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? Who were the characters in the story? What happened in the story? How did the story end?</i>)</li> <li>Literature; Craft and Structure; 6</li> <li>Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 2-3. Look at the picture. What is happening in the story? What is the little boy doing? What does he see? What clues does the picture give you?</i>)</li> <li>Literature; Range of Reading and Level of Text Complexity; 10</li> <li>Foundational Skills; Print concepts; 1 a-d</li> <li>Foundational Skills; Phonological Awareness; 2d (ex: <i>word "bug" on page 5</i>)</li> <li>Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: <i>use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "frog" on page 2</i>)</li> <li>Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, see, a, me</i>)</li> <li>Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>Language Standards; Conventions of Standard English; 2b</li> <li>Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



# COMMON CORE STANDARDS ALIGNMENT

## Level A, Early Emergent

(Suggested uses: Read Aloud, Guided Reading, Buddy Reading, Shared Reading, Independent Reading, etc)

Title & Level	Standard Alignment/Text Features
<p><b>Big Cats, Little Cats</b></p> <p>Level A (early emergent)</p>	<ul style="list-style-type: none"> <li>• Informational Text; Key Ideas and Details; 1 (ex: <i>What did the cats in the book do? How do you know?</i>)</li> <li>• Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about?</i>)</li> <li>• Informational Text; Craft and Structure; 4 (ex: <i>Turn to page 4. What is the cat doing? How do you know?</i>)</li> <li>• Informational Text; Craft and Structure; 5</li> <li>• Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the photographs? How does the illustrator help us as readers understand the information the author is trying to share with us?</i>)</li> <li>• Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 8. What are the cats doing? What are they doing differently? How do you know? What clues do the author and illustrator give us?</i>)</li> <li>• Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a-d</li> <li>• Foundational Skills; Phonological Awareness; 2d (ex: word “cat” on page 2)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word “sleeps” on page 10)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3.c. (<i>this, too, runs.</i>)</li> <li>• Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>• Language Standards; Conventions of Standard English; 2b</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>How Do I Help?</b></p> <p>Level A (early emergent)</p>	<ul style="list-style-type: none"> <li>• Informational Text; Key Ideas and Details; 1 (ex: <i>How were the people in the book helpful? What did they do to help? How do you know?</i>)</li> <li>• Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about?</i>)</li> <li>• Informational Text; Craft and Structure; 4 (ex: <i>Turn to page 10. What is a shot? How do you know?</i>)</li> <li>• Informational Text; Craft and Structure; 5</li> <li>• Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the photographs? How does the illustrator help us as readers understand the information the author is trying to share with us?</i>)</li> <li>• Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 12. Who is the helper? What is he helping with? How do you know? What clues do the author and illustrator give us?</i>)</li> <li>• Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a-d</li> <li>• Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word “garbage” on page 12)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3.c. (<i>I, help, with</i>)</li> <li>• Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>• Language Standards; Conventions of Standard English; 2b</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<p><b>What Can Fly?</b></p> <p>Level A (early emergent)</p>	<ul style="list-style-type: none"> <li>• Informational Text; Key Ideas and Details; 1 (ex: <i>What can fly? How do you know? What kind of animals can fly? What kind of machines can fly? How do you know?</i>)</li> <li>• Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about?</i>)</li> <li>• Informational Text; Craft and Structure; 4 (ex: <i>Turn to page 9. What is a blimp? How do you know?</i>)</li> <li>• Informational Text; Craft and Structure; 5</li> <li>• Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the photographs? How does the illustrator help us as readers understand the information the author is trying to share with us?</i>)</li> <li>• Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 9. What is flying? How do you know? What clues do the author and illustrator give us?</i>)</li> <li>• Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a-d</li> <li>• Foundational Skills; Phonological Awareness; 2d (ex: word “bat” on page 5)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word “rocket” on page 11)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3.c. (<i>a, can, fly</i>)</li> <li>• Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>• Language Standards; Conventions of Standard English; 2b</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>



# COMMON CORE STANDARDS ALIGNMENT

## Level A, Early Emergent

(Suggested uses: Read Aloud, Guided Reading, Buddy Reading, Shared Reading, Independent Reading, etc)

Title & Level	Standard Alignment/Text Features
<b>Counting Pumpkins</b>  Level A (early emergent)	<ul style="list-style-type: none"> <li>• Informational Text; Key Ideas and Details; 1 (ex: <i>What were the children counting? How many pumpkins did they count? How did they count the pumpkins? How do you know?</i>)</li> <li>• Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about?</i>)</li> <li>• Informational Text; Craft and Structure; 5</li> <li>• Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the photographs? How does the illustrator help us as readers understand the information the author is trying to share with us?</i>)</li> <li>• Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 7. What are the children doing? How do you know? What clues do the author and illustrator give us?</i>)</li> <li>• Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a-d</li> <li>• Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: <i>use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "pumpkin" on page 2</i>)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3.c. (<i>we, love, our</i>)</li> <li>• Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>• Language Standards; Conventions of Standard English; 2b</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<b>Eggs, Eggs, Eggs</b>  Level A (early emergent)	<ul style="list-style-type: none"> <li>• Informational Text; Key Ideas and Details; 1 (ex: <i>What kind of animals come from eggs? How do you know?</i>)</li> <li>• Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about?</i>)</li> <li>• Informational Text; Craft and Structure; 5</li> <li>• Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the photographs? How does the illustrator help us as readers understand the information the author is trying to share with us?</i>)</li> <li>• Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 6 &amp; 7. What kind of animals come from eggs? How do you know? What clues do the author and illustrator give us?</i>)</li> <li>• Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a-d</li> <li>• Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: <i>use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "turtles" on page 7</i>)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3.c. (<i>here, are, the</i>)</li> <li>• Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>• Language Standards; Conventions of Standard English; 2b</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<b>The Best Shoes</b>  Level A (early emergent)	<ul style="list-style-type: none"> <li>• Literature; Key Ideas and Details; 1 (ex: <i>Which shoes did the little girl like best? How do you know?</i>)</li> <li>• Literature; Key Ideas and Details; 3 (ex: <i>Where did the story take place? Who were the characters in the story? What happened in the story? How did the story end?</i>)</li> <li>• Literature; Craft and Structure; 6</li> <li>• Literature; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 6 &amp; 7. Look at the picture. What is happening in the story? What is the little girl doing? What was her mother doing? How do you know? What clues does the picture give you?</i>)</li> <li>• Literature; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a-d</li> <li>• Foundational Skills; Phonological Awareness; 2d (ex: <i>word "not" on page 3</i>)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3.c. (<i>Look, at, these, I, do, not, like, are, the</i>)</li> <li>• Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>• Language Standards; Conventions of Standard English; 2b</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>
<b>Can You Eat a Rainbow?</b>  Level A (early emergent)	<ul style="list-style-type: none"> <li>• Informational Text; Key Ideas and Details; 1 (ex: <i>What can you eat that is red? Purple? Orange? Etc. How do you know?</i>)</li> <li>• Informational Text; Key Ideas and Details; 2 (ex: <i>What was the book mostly about?</i>)</li> <li>• Informational Text; Craft and Structure; 5</li> <li>• Informational Text; Craft and Structure; 6 (ex: <i>How would the book have been different without the photographs? How does the illustrator help us as readers understand the information the author is trying to share with us?</i>)</li> <li>• Informational Text; Integration of Knowledge and Ideas; 7 (ex: <i>Turn to page 14. How does the little boy eat a rainbow? What is he eating? How do those foods make a rainbow? What clues do the author and illustrator give us?</i>)</li> <li>• Informational Text; Range of Reading and Level of Text Complexity; 10</li> <li>• Foundational Skills; Print concepts; 1 a-d</li> <li>• Foundational Skills; Phonological Awareness; 2d (ex: <i>word "red" on page 2</i>)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3a; one-to-one letter-sound correspondence (ex: <i>use knowledge of the sound of the first letter of an unknown word in conjunction with the picture to guess the unknown word, like for the word "orange" on page 4</i>)</li> <li>• Foundational Skills; Phonics and Word Recognition; 3.c. (<i>you, can, eat, a, red, yellow, green</i>)</li> <li>• Foundational Skills; Fluency; 4; Read emergent-reader texts with purpose and understanding.</li> <li>• Language Standards; Conventions of Standard English; 2b</li> <li>• Language Standards; Vocabulary Acquisition and Use; 6</li> </ul>