

Title	Level*	Next Generation Kindergarten Science Standards	ELA Standards				
		Disciplinary Core Ideas	Reading Informational text	Reading Foundation Skills	Writing	Speaking & Listening	Language
<p>Animales grandes Este libro presenta una variedad de animales grandes en su hábitat natural.</p>	A (1)	ESS3.A Natural resources	K.RI.1 With prompting and support, ask and answer questions about key details in a text	K.RF.1.C 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.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	K.L.1.B Use frequently occurring nouns and verbs
<p>Las flores habla de muchos de los colores de que pueden ser las flores. Se muestran diferentes tipos de flores para ilustrar tanto su color como su forma.</p>	A (1)	LS1.C Organization for matter and energy flow in organisms	K.RI.2 With prompting and support, identify the main topic and retell key details of a text	K.RF.1.A Follow words from left to right, top to bottom, and page by page	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.1.B Continue a conversation through multiple exchanges	K.L.1.B Use frequently occurring nouns and verbs
<p>Las plantas de mi huerta habla de las huertas y dice qué plantas cultivan diferentes niños en su huerta. Algunas plantas se cultivan para comerlas y otras para disfrutarlas.</p>	A (1)	LS1.C Organization for matter and energy flow in organisms PS3.B Conservation of energy and energy transfer	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	K.RF.2.B 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.L.5.A Sort common objects into categories to gain a sense of the concepts the categories represent

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<p>¿Quién vive aquí? les presenta a los estudiantes algunos animales familiares y el lugar donde viven. Motiva a los lectores a pensar por qué cada animal vive donde vive y cómo ese lugar lo ayuda a sobrevivir.</p>	A (1)	ESS2.E Biogeology	K.RI.4 With prompting and support, ask and answer questions about unknown words 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.6 Speak audibly and express thoughts, feelings, and ideas clearly	K.L.1.F Produce and expand complete sentences in shared language activities
<p>Van muy rápido describe diferentes medios de transporte que usa la gente para trasladarse, como la patineta en tierra, el cohete por aire y el barco en agua.</p>	B (2)	PS2.A Forces and motion	K.RI.5 Identify the front cover, back cover, and title page of a book	K.RF.3.A 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.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	K.L.1.D Understand and use question words (interrogatives)
<p>Las rayas habla de una variedad de animales que tienen rayas. Los animales son de diferentes tamaños y formas, pero además viven tanto en tierra como en agua. Sus rayas les sirven para confundirse con el medio ambiente.</p>	B (2)	ESS3.A: Natural resources	K.RI.2 With prompting and support, identify the main topic and retell key details of a text	K.RF.2.B 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.1.B Continue a conversation through multiple exchanges	K.L.5.A Sort common objects into categories to gain a sense of the concepts the categories represent

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<p>¿Podemos jugar hoy? habla de varios niños que observan diferentes estados del tiempo. Todos quieren salir a jugar, pero no están seguros de que el tiempo lo permita.</p>	B (2)	ESS2.D Weather and climate PS3.B Conservation of energy and energy transfer	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text	K.RF.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels	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.1.B Use frequently occurring nouns and verbs
<p>Hora de comer en el zoológico informa sobre los diferentes tipos de alimento que comen varios animales en el zoológico.</p>	B (2)	LS1.C Organization for matter and energy flow in organisms ESS3.A Natural resources	K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear	K.RF.2.C Blend and segment onsets and rimes of single-syllable spoken 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.1.C Form regular plural nouns orally by adding /s/ or /es/
<p>Comida para todos describe una cadena alimenticia simple, explicando qué comen los animales y quién los come a ellos. Plantea preguntas que requieren que el lector haga predicciones antes de encontrar las respuestas en las páginas del libro.</p>	C (3)	LS1.C Organization for matter and energy flow in organisms	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text	K.RF.3.A 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.1.A Follow agreed-upon rules for discussions	K.L.1.C Form regular plural nouns orally by adding /s/ or /es/

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En el río muestra la diversidad de seres vivos que habitan en los ríos. Además, destaca el papel que las plantas tienen para mantener un ecosistema sano en los ríos.	C (3)	ESS3.A Natural resources	K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear	K.RF.3.A 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.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.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	K.L.1.C Form regular plural nouns orally by adding /s/ or /es/
Así se mueven las cosas Este libro explica cómo las máquinas grandes cambian de dirección con la ayuda de máquinas más pequeñas pero muy potentes.	C (3)	PS2.B Types of interactions	K.RI.1 With prompting and support, ask and answer questions about key details in a text	K.RF.3.A 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.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.1.B Continue a conversation through multiple exchanges	K.L.1.B Use frequently occurring nouns and verbs
Vamos a limpiar relata cómo hacen la diferencia en su medio ambiente varios niños que trabajan unidos para limpiar la basura que hay en su parque.	C (3)	ESS3.C Human impacts on earth systems	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	K.RF.2.C Blend and segment onsets and rimes of single-syllable spoken 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.5.A Sort common objects into categories to gain a sense of the concepts the categories represent

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El tiempo cambia invita a los lectores a pensar en los cambios en el paisaje que traen el invierno y el verano. El libro muestra nieve y hielo en el invierno y el crecimiento de nuevas plantas en el verano.	C (4)	ESS2.D Weather and climate	K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear	K.RF.3.A 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.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.1.A Follow agreed-upon rules for discussions	K.L.5.A Sort common objects into categories to gain a sense of the concepts the categories represent
Los usos de las rocas habla de diferentes maneras en las que se usan las rocas para hacer cosas como caminos, calles, puentes, muros y casas. Muestra dos o más ejemplos de cada una de las cosas que se hacen con rocas.	C (4)	ESS3.A Natural resources	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	K.RF.3.A 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.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.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood	K.L.1.B Use frequently occurring nouns and verbs
La comida de mis mascotas explica lo que una niña les da de comer a su gato, a su perro y a su gallina. Describe lo que le gusta comer a cada animal. Las fotografías muestran otras cosas que la niña les da a sus mascotas.	C (4)	LS1. COrganization for matter and energy flow in organisms	K.RI.1 With prompting and support, ask and answer questions about key details in a text	K.RF.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels	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.1.B Continue a conversation through multiple exchanges	K.L.3.F Produce and expand complete sentences in shared language activities

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<p>¿Qué pueden hacer? es un reportaje sobre las estructuras que construyen las arañas, las aves y los castores. Muestra diferentes telarañas, nidos y presas que hacen los animales y explica dónde los hacen.</p>	C (4)	ESS2.E Biogeology	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text	K.RF.3.A 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.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 (interrogatives)
<p>El calor del sol informa sobre la cantidad de calor del sol que les gusta a varios seres vivos, como una serpiente, un caballo y una planta.</p>	D (6)	ESS3.A Natural resources PS3.B Conservation of energy and energy transfer	K.RI.2 With prompting and support, identify the main topic and retell key details of a text	K.RF.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme 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.1.A Follow agreed-upon rules for discussions	K.L.1.B Use frequently occurring nouns and verbs
<p>¿Qué hay dentro de estos huevos? Este es un libro de preguntas y respuestas sobre cuatro diferentes tipos de huevos y los animales que hay dentro de ellos. Describe lo que cada cría hace después de salir del cascarón.</p>	D (6)	LS1.C Organization for matter and energy flow in organisms	K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear	K.RF.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) 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.3 Follow agreed-upon rules for discussions	K.L.1.F Produce and expand complete sentences in shared language activities

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<p>¡Mira cómo nos movemos! explica las diferentes formas en que las cosas se pueden mover, al jalarlas o empujarlas, y todo sucede cuando una madre y sus dos hijas van al parque.</p>	D (6)	<p>PS2.A Forces and motion PS3.C Relationship between energy and forces</p>	<p>K.RI.1 With prompting and support, ask and answer questions about key details in a text</p>	<p>K.RF.3.C Read common high-frequency words by sight</p>	<p>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</p>	<p>K.SL.1.B Continue a conversation through multiple exchanges</p>	<p>K.L.5.B Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)</p>
<p>Viene una tormenta describe los cambios del tiempo en un día. Describe cómo es el tiempo cuando viene una tormenta, durante la tormenta y después de la tormenta.</p>	D (6)	<p>ESS2.D Weather and climate PS3.B Conservation of energy and energy transfer</p>	<p>K.RI.4 With prompting and support, ask and answer questions about unknown words in a text</p>	<p>K.RF.2.C Blend and segment onsets and rimes of single-syllable spoken words</p>	<p>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</p>	<p>K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail</p>	<p>K.L.5.A Sort common objects into categories to gain a sense of the concepts the categories represent</p>