

Title	Level*	C3 Social Studies Standards	ELA Common Core State Standards				
		Indicators by end of Grade 1	Reading Informational text	Reading Foundation Skills	Writing	Speaking & Listening	Language
<b>Cuando me enfermé</b> relata las cosas que le suceden a un niño en la semana que se enferma, empezando el lunes con una visita al doctor, hasta el domingo cuando se recupera y puede jugar en el parque.	E (8)	D2.His.1.K-2: Create a chronological sequence of multiple events	1.RI.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text	1.RF.2.A Distinguish long from short vowel sounds in spoken single-syllable words	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	1.L.1.A Print all upper- and lowercase letters
<b>¿Quién irá primero?</b> relata lo que sucede cuando tres niños van al parque. Los niños toman turnos para ser el primero, el segundo y el tercero para jugar en los diferentes juegos del parque.	E (8)	D2.Civ.8.K-2: Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules D2.Geo.6.K-2: Identify some cultural and environmental characteristics of specific places	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text	1.RF.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure	1.SL.6 Produce complete sentences when appropriate to task and situation	1.L.1.E Use verbs to convey a sense of past, present, and future
<b>Los desfiles</b> describe celebraciones en las que hay desfiles y cuenta lo que sucede en los que se hacen en seis lugares diferentes del mundo. Pone especial atención en la participación de los niños.	F (10)	D2.Geo.5.K-2 Describe how human activities affect the cultural and environmental characteristics of places or regions	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text	1.RF.3.E Decode two-syllable words following basic patterns by breaking the words into syllables	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	1.L.1.E Use verbs to convey a sense of past, present, and future

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<b>Ahorrar dinero</b> relata la ocasión en que una niña ahorró su dinero para comprar algo que en verdad quería. También cuenta que su hermano compró muchas cosas que también le gustaban a ella, pero ella ahorró decididamente hasta tener suficiente dinero para comprar un perro.	F (10)	D2.Eco.10.K-2 Identify the benefits and costs of making various personal decisions D2.Civ.10.K-2 Compare their own point of view with others' perspectives	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text	1.RF.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure	1.SL.6 Produce complete sentences when appropriate to task and situation	1.L.1.B Use common, proper, and possessive nouns
<b>La tierra que nos rodea</b> es un libro de preguntas y respuestas que describe varios accidentes geográficos como cañones, desiertos, montañas y ríos.	G (12)	D2.Geo.1.K-2 Construct maps, graphs, photographs, and other representations to describe places D2.Geo.3.K-2 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places	1.RI.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text	1.RF.3.A Know the spelling-sound correspondences for common consonant digraphs	1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.SL.1.C Ask questions to clear up any confusion about the topics and texts under discussion	1.L.1.F Use frequently occurring adjectives
<b>Animales del salón</b> explica qué se necesita para cuidar a ciertos animales que viven en el salón de clases. Con formato de preguntas y respuestas, el libro discute lo que necesitan los renacuajos y ranas, los peces, los canarios, los conejos y los gusanos de seda.	G (12)	D2.Civ.2.K-2 Explain how all people, not just official leaders play important roles in a community	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text	1.RF.3.A Know the spelling-sound correspondences for common consonant digraphs	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	1.L.1.C Use singular and plural nouns with matching verbs in basic sentences

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<p><b>¡Ahorra el agua!</b> habla de maneras en las que diferentes niños y su familia ahorran agua tanto dentro como fuera de su casa.</p>	H (14)	<p>D2.Eco.1.K-2 Explain how scarcity necessitates decision making</p> <p>D2.Eco.2.K-2 Identify the benefits and costs of making personal decisions</p>	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text	1.RF.3.F Read words with inflectional endings	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	1.SL.1.A Follow agreed-upon rules for discussions	1.L.1.B Use common, proper, and possessive nouns
<p><b>La granja de los niños</b> es un libro escrito en primera persona, desde el punto de vista de Sara, quien trabaja en una granja que visitan muchos niños. Sara describe cómo es su trabajo en la granja y lo que les enseña a los niños que la visitan, como alimentar a los animales.</p>	H (14)	<p>D2.Civ.2.K-2 Explain how all people, not just official leaders, play important roles in a community</p> <p>D2.Eco.3.K-2 Describe the skills and knowledge required to produce certain goods and services</p> <p>D2.Geo.2.K-2 Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them</p>	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text	1.RF.3.A Know the spelling-sound correspondences for common consonant digraphs	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	1.SL.1.A Follow agreed-upon rules for discussions	1.L.1.F Use frequently occurring adjectives

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<p><b>Ayudemos a Elena</b> cuenta cómo una escuela recaudó dinero para otra escuela que se había quemado en un incendio. La idea de ayudar fue de un niño cuya prima asistía a la escuela que se quemó. La idea cobró impulso y toda la comunidad escolar participó.</p>	I (16)	<p>D2.Civ.2.K-2 Explain how all people, not just official leaders, play important roles in a community</p> <p>D2.Civ.6.K-2 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</p>	1.RI. 2 Identify the main topic and retell key details of a text	1.RF.3.C Know final -e and common vowel team conventions for representing long vowel sounds	1.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure	1.SL.1.A Follow agreed-upon rules for discussions	1.L.2A Capitalize dates and names of people
<p><b>Latas usadas y carros viejos</b> explica cómo se pueden reciclar los objetos de metal – en particular, los carros y las latas – para convertirlos en cosas nuevas. Describe el proceso de reciclaje e investiga sobre algunos productos hechos de aluminio y acero reciclados.</p>	I (16)	<p>D2.Eco.2.K-2. Identify the benefits and costs of making personal decisions</p> <p>D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services</p>	1.RI.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text	1.RF.3.A Know the spelling-sound correspondences for common consonant digraphs	1.W.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.SL.1.C Ask questions to clear up any confusion about the topics and texts under discussion	1.L.4.C Identify frequently occurring root words and their inflectional forms
<p><b>Los primeros pasos en la Luna</b> cuenta la increíble historia de la vida de Neil Armstrong, desde que era un niño pequeño al que le encantaban los aviones, hasta convertirse en astronauta de la NASA y ser la primera persona que pisó la Luna.</p>	J (18)	<p>D2.His.1.K-2 Create a chronological sequence of multiple events</p> <p>D2.His.3.K-2 Generate questions about individuals and groups who have shaped a significant historical change</p>	1.RI.2 Ask and answer questions about key details in a text	1.RF.2.D Decode two-syllable words following basic patterns by breaking the words into syllables	1.W.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	1.SL.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges	1.L.5.A Sort words into categories to gain a sense of the concepts the categories represent

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<p><b>Al rescate de nuestros ríos</b> se concentra en hablar del daño que se les ha hecho a muchos ríos y cómo eso afecta a las plantas y animales que dependen de esos ecosistemas. Investiga cómo las actividades de la gente han dañado los ríos Americano y Kissimmee y qué se hace hoy en día para ayudar a restablecer un estado más natural.</p>	J (18)	<p>D2.Civ.6.K-2 Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority</p> <p>D2.Geo.5.K-2 Describe how human activities affect the cultural and environmental characteristics of places or regions.</p>	1.RI.10 With prompting and support, read informational texts appropriately complex for grade 1	1.RF.3.F Read words with inflectional endings	1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	1.SL.1.A Follow agreed-upon rules for discussions	1.L.1.G Use frequently occurring conjunctions