

	Correlation to Texas Essential Knowledge and Skills Quick60 Grade K Reading Standards		The Bug Band	Flea's Syllable Song	Crab's Rhyming Game
1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English is written and printed.	Each Quick60 Big Book is accompanied by a set of seven distinct lesson plans each focusing on a particular aspect of literacy learning - Lesson 1 - prior knowledge Lesson 2 - comprehension strategies Lesson 3 - exploring the setting Lesson 4 - exploring characters Lesson 5 - phonemic awareness Lesson 6- innovations Lesson 7 - revise, consolidate, extend.			
A	recognize that spoken words can be represented by print for communication		x	x	x
B	identify upper- and lower-case letters;		x	x	x
C	demonstrate the one-to-one correspondence between a spoken word and a printed word in text.		x	x	x
D	recognize the difference between a letter and a printed word		x	x	x
E	recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);		x	x	x
F	hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right.		x	x	x
G	identify different parts of a book.		x	x	x
2	Reading/Beginning Reading Skills/Phonological Awareness. Students display phonological awareness.				
A	identify a sentence made up of a group of words		x	x	x
B	identify syllables in spoken words;			x	
C	orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?")				x
D	distinguish orally presented rhyming pairs of words from non-rhyming pairs				x
E	recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");		x	x	x

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F	blend spoken onsets and rimes to form simple words (e.g., onset/c/ and rime/at/ make cat);		x	x	x
G	blend spoken phonemes to form one-syllable words (e.g.,/m/ .../a/ .../n/ says man)	Even though the Quick60 Big Books are primarily fiction, they each introduce the reader to the factual character equivalent. Each book also teaches a specific skill. These two features enable these books to meet the standards relating to informational text as well as fiction.	x	x	x
H	isolate the initial sound in one-syllable spoken words;.		x	x	x
I	segment spoken one-syllable words into two to three phonemes (e.g., dog:/d/.../o/ .../g/).		x	x	x
3	Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English				
A	identify the common sounds that letters represent.		x	x	x
B	use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);.		x	x	x
C	recognize that new words are created when letters are changed, added, or deleted		x	x	x
D	identify and read at least 25 high-frequency words from a commonly used list				
4	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed				
A	predict what might happen next in text based on the cover, title, and illustrations;.		x	x	x
B	ask and respond to questions about texts read aloud		x	x	x

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5	Reading/Vocabulary Development. Students understand new vocabulary and use it correctly when reading and writing	All Quick60 Big Books can be used to teach all the Essential Knowledge and Skills, however some books target a specific skill. See for example - <i>The Bug Band</i> - word awareness, <i>Flea's Syllable Song</i> - syllable awareness, <i>Crab's Rhyming Game</i> - rhyme awareness, <i>Miss Monkey's Clever Class</i> - alliteration, <i>Martha Mouse's Code</i> onset/rime awareness, <i>Monkey's Tricky Book</i> - print concepts, <i>Listen and Tap</i> - phoneme segmentation <i>Lizzie Lizard Learns to Read</i> - phoneme blending.			
A	identify and use words that name actions, directions, positions, sequences, and locations		x	x	x
B	recognize that compound words are made up of shorter words		x	x	x
6	Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding				
A	identify elements of a story including setting, character, and key events		x	x	x
C	recognize sensory details		x	x	x
7	Reading /Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds		x	x	x
8	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding				
a	Retell a main event from a story read aloud		x	x	x
b	describe characters in a story and the reasons for their actions		x	x	x
	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message.				

	<p> QUERRO Grade K Reading Standards </p>		The Bug Band	Flea's Syllable Song	Crab's Rhyming Game
A	Discuss the purpose for reading and listening to various texts		x	x	x
B	ask and respond to questions about text;		x	x	x
C	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud)		x	x	x
D	make inferences based on the cover, title, illustrations, and plot		x	x	x

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Phonics and Word Recognition					
3	Know and apply grade-level phonics and word analysis in decoding words.	Students can use the audio e-versions of the big books to reinforce skills and improve fluency.	x	x	x
a	Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary or many of the most frequent sounds for each consonant.		x	x	x
b	Associate the long and short vowel sounds with common spellings (graphemes) for the five major vowels.		x	x	x
c	Read common high frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).		x	x	x
d	Distinguish between similarly spelled words by identifying the sounds and letters that differ.		x	x	x
Fluency					
4	Read emergent-reader text with purpose and understanding.		x	x	x