

# Preview-View-Review

## Early Biliteracy

### Texas Essential Knowledge and Skills

Set and Title		Reading Standards
<p><b>Set 1</b> <b>View English</b></p> <p><b>Pets at Home</b></p> <p>Written by Emily Wood Photography by Michael Curtiss</p>	<p><b>Set 1</b> <b>View Spanish</b></p> <p><b>Mascotas en casa</b></p> <p>Escrito por Emily Wood Fotografías de Michael Curtiss</p>	<p><b>Reading</b></p> <p><b>K(5) (E)</b> Make connections to personal experiences, ideas in other texts, and society with adult assistance.</p> <p><b>K(6) (B)</b> Provide an oral, pictorial, or written response to a text.</p> <p><b>K(6) (D)</b> Retell texts in ways that maintain meaning.</p>
<p><b>Set 2</b> <b>View English</b></p> <p><b>Dogs</b></p> <p>Written by Emily Wood</p>	<p><b>Set 2</b> <b>View Spanish</b></p> <p><b>Perros</b></p> <p>Escrito por Emily Wood</p>	<p><b>Reading</b></p> <p><b>K(2) (B) (i)</b> Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p><b>K(2) (D) (iii)</b> Demonstrate print awareness by recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries.</p> <p><b>K(6) (F)</b> Respond using newly acquired vocabulary as appropriate.</p>
<p><b>Set 3</b> <b>View English</b></p> <p><b>Cakes For Sale</b></p> <p>Written by Emily Wood Photography by Michael Curtiss</p>	<p><b>Set 3</b> <b>View Spanish</b></p> <p><b>Pasteles para vender</b></p> <p>Escrito por Emily Wood Fotografías de Michael Curtiss</p>	<p><b>Reading</b></p> <p><b>K(2) (B) (i)</b> Demonstrate and apply phonetic knowledge by identifying and matching the common sounds that letters represent.</p> <p><b>K(2) (D) (ii)</b> Demonstrate print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep.</p> <p><b>K(6) (F)</b> Respond using newly acquired vocabulary as appropriate.</p>

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Set and Title		Reading Standards
<b>Set 4</b> View English	<b>Set 4</b> View Spanish	<b>Reading</b> <b>K(5) (I)</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance. <b>K(6) (F)</b> Respond using newly acquired vocabulary as appropriate.
<p>Written by Frances Lee</p>	<p>Escrito por Frances Lee</p>	
<b>Set 5</b> View English	<b>Set 5</b> View Spanish	<b>Reading</b> <b>K(5) (B)</b> Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance. <b>K(6) (B)</b> Provide an oral, pictorial, or written response to a text. <b>K(5) (I)</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down with adult assistance.
<p>Written by Jenny Feely Illustrated by Alex Sitt</p>	<p>Escrito por Jenny Feely Ilustrado por Alex Sitt</p>	
<b>Set 6</b> View English	<b>Set 6</b> View Spanish	<b>Reading</b> <b>1(6) (I)</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. <b>1(7) (C)</b> Use text evidence to support an appropriate response.
<p>Written by Jenny Feely Illustrated by Margory Gardner</p>	<p>Escrito por Jenny Feely Ilustrado por Margory Gardner</p>	

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Set and Title		Reading Standards
<b>Set 7</b> View English	<b>Set 7</b> View Spanish	<b>Reading</b> <b>1(6) (I)</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. <b>1(7) (C)</b> Use text evidence to support an appropriate response. <b>1(10) (C)</b> Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.
<b>Set 8</b> View English	<b>Set 8</b> View Spanish	<b>Reading</b> <b>1(6) (I)</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. <b>1(7) (C)</b> Use text evidence to support an appropriate response. <b>1(10) (C)</b> Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.
<b>Set 9</b> View English	<b>Set 9</b> View Spanish	<b>Reading</b> <b>1(6) (I)</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. <b>1(7) (C)</b> Use text evidence to support an appropriate response.

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Set and Title		Reading Standards
<b>Set 10</b> View English	<b>Set 10</b> View Spanish	<b>Reading</b> <b>1(6) (I)</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down. <b>1(7) (C)</b> Use text evidence to support an appropriate response. <b>1(10) (B)</b> Discuss how the use of text structure contributes to the author's purpose.
<p>Written by Kerrie Shandson Illustrated by Noomi Lewis</p>	<p>Escrito por Kerrie Shandson Ilustrado por Noomi Lewis</p>	
<b>Set 11</b> View English	<b>Set 11</b> View Spanish	<b>Reading</b> <b>1(6) (F)</b> Make inferences and use evidence to support understanding with adult assistance. <b>1(7) (C)</b> Use text evidence to support an appropriate response. <b>1(8) (B)</b> Describe the main character(s) and the reason(s) for their actions.
<p>Written by Mary-Anne Creasy Illustrated by Chantel Stewart</p>	<p>Escrito por Mary-Anne Creasy Ilustrado por Chantel Stewart</p>	
<b>Set 12</b> View English	<b>Set 12</b> View Spanish	<b>Reading</b> <b>1(3) (B)</b> Use illustrations and texts the student is able to read or hear to learn or clarify word meanings. <b>1(7) (D)</b> Retell texts in ways that maintain meaning. <b>1(10) (B)</b> Discuss how the use of text structure contributes to the author's purpose.
<p>Written by Jenny Feely Illustrated by Meredith Thomas</p>	<p>Escrito por Jenny Feely Ilustrado por Meredith Thomas</p>	

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Set and Title		Reading Standards
<b>Set 13</b> View English	<b>Set 13</b> View Spanish	<b>Reading</b> <b>1(6) (G)</b> Evaluate details to determine what is most important with adult assistance. <b>1(6) (H)</b> Synthesize information to create new understanding with adult assistance.
<b>Set 14</b> View English	<b>Set 14</b> View Spanish	<b>Reading</b> <b>1(6) (F)</b> Make inferences and use evidence to support understanding with adult assistance. <b>1(8) (B)</b> Describe the main character(s) and the reason(s) for their actions.
<b>Set 15</b> View English	<b>Set 15</b> View Spanish	<b>Reading</b> <b>1(6) (E)</b> Make connections to personal experiences, ideas in other texts, and society with adult assistance. <b>1(6) (H)</b> Synthesize information to create new understanding with adult assistance.

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<p><b>Set 16</b> <b>View English</b></p> <p><b>Baby Squirrel Rescue</b> Written by Kerrie Shanohan Illustrated by Meredith Thomas</p>	<p><b>Set 16</b> <b>View Spanish</b></p> <p><b>El rescate de las ardillas bebé</b> Escrito por Kerrie Shanohan Ilustrado por Meredith Thomas</p>	<p><b>Reading</b></p> <p><b>1(6) (B)</b> Generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance.</p> <p><b>1(7) (C)</b> Use text evidence to support an appropriate response.</p> <p><b>1(10) (C)</b> Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.</p>
<p><b>Set 17</b> <b>View English</b></p> <p><b>Gasari's Herd</b> Written by Caitlin Fraser Illustrated by Meredith Thomas</p>	<p><b>Set 17</b> <b>View Spanish</b></p> <p><b>La manada de Gasari</b> Escrito por Caitlin Fraser Ilustrado por Meredith Thomas</p>	<p><b>Reading</b></p> <p><b>1(6) (F)</b> Make inferences and use evidence to support understanding with adult assistance.</p> <p><b>1(6) (H)</b> Synthesize information to create new understanding with adult assistance.</p> <p><b>1(9) (B)</b> Discuss rhyme, rhythm, repetition, and alliteration in a variety of poems.</p>
<p><b>Set 18</b> <b>View English</b></p> <p><b>Ruby in the Middle</b> Written by Sarah O'Neil Illustrations by Meredith Thomas</p>	<p><b>Set 18</b> <b>View Spanish</b></p> <p><b>Rubi en el medio</b> Escrito por Sarah O'Neil Ilustrado por Omar Acosta</p>	<p><b>Reading</b></p> <p><b>1(6) (I)</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.</p> <p><b>1(10) (C)</b> Discuss with adult assistance the author's use of print and graphic features to achieve specific purposes.</p>