

# Preview-View-Review

## Advanced Biliteracy


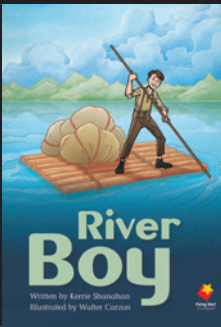
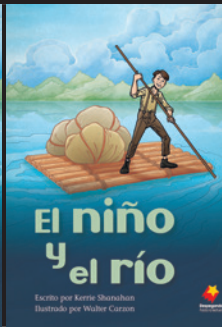

### Texas Essential Knowledge and Skills Alignment

Set and Title		Reading Standards
<b>Set 1</b> <b>View English</b>	<b>Set 1</b> <b>View Spanish</b>	<b>Reading</b> <b>3(6) (H)</b> Synthesize information to create new understanding. <b>3(6) (I)</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. <b>3(10) (E)</b> Identify the use of literary devices, including first- or third-person point of view.
<p><b>The Goodmans Go Camping!</b> Written by Nancy O'Connor Illustrated by Lynn Stone</p>	<p><b>Los Bienhechor salen de campamento</b> Escrito por Nancy O'Connor Ilustrado por Lynn Stone</p>	
<b>Set 2</b> <b>View English</b>	<b>Set 2</b> <b>View Spanish</b>	<b>Reading</b> <b>3(6) (I)</b> Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. <b>3(7) (G)</b> Discuss specific ideas in the text that are important to the meaning. <b>3(10) (B)</b> Explain how the use of text structure contributes to the author's purpose.
<p><b>Dragon Tales</b> Written by Jenny Feely Illustrated by Roberto Burrios Angelioli</p>	<p><b>Cuentos de dragones</b> Escrito por Jenny Feely Ilustrado por Roberto Burrios Angelioli</p>	
<b>Set 3</b> <b>View English</b>	<b>Set 3</b> <b>View Spanish</b>	<b>Reading</b> <b>3(6) (B)</b> Generate questions about text before, during, and after reading to deepen understanding and gain information. <b>3(6) (F)</b> Make inferences and use evidence to support understanding.
<p><b>The Plastic-free Challenge</b> Written by Joshua Hatch Illustrated by Sam Evans</p>	<p><b>El desafío sin-plástico</b> Escrito por Joshua Hatch Ilustrado por Sam Evans</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>4(6) (D)</b> Create mental images to deepen understanding. <b>4(6) (F)</b> Make inferences and use evidence to support understanding. <b>4(7) (C)</b> Use text evidence to support an appropriate response. <b>4(8) (B)</b> Explain the interactions of the characters and the changes they undergo.
 <p><b>The Sky Ladder</b></p> <p>Written by Nancy O'Connor Illustrated by Kim Woodley</p>	 <p><b>Escalera al cielo</b></p> <p>Escrito por Nancy O'Connor Ilustrado por Kim Woodley</p>	
<b>Set 5</b> View English	<b>Set 5</b> View Spanish	<b>Reading</b> <b>4(6) (E)</b> Make connections to personal experiences, ideas in other texts, and society. <b>4(6) (H)</b> Synthesize information to create new understanding. <b>4(8) (A)</b> Infer basic themes supported by text evidence. <b>4(10) (C)</b> Analyze the author's use of print and graphic features to achieve specific purposes.
 <p><b>River Boy</b></p> <p>Written by Kerrie Shaindon Illustrated by Walter Curzon</p>	 <p><b>El niño y el río</b></p> <p>Escrito por Kerrie Shaindon Ilustrado por Walter Curzon</p>	
<b>Set 6</b> View English	<b>Set 6</b> View Spanish	<b>Reading</b> <b>4(6) (C)</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures. <b>4(6) (E)</b> Make connections to personal experiences, ideas in other texts, and society. <b>4(10) (B)</b> Explain how the use of text structure contributes to the author's purpose.
 <p><b>Rescue at Blue Canyon</b></p> <p>Written by MaryAnna Casey Illustrated by Omar Aranda</p>	 <p><b>Rescate en el Cañón Azul</b></p> <p>Escrito por MaryAnna Casey Ilustrado por Omar Aranda</p>	

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Set and Title		Reading Standards
<p><b>Set 7</b> <b>View English</b></p> <p><b>Outsiders!</b> Written by Kerrie Shumlin Illustrated by Walter Caron</p>	<p><b>Set 7</b> <b>View Spanish</b></p> <p><b>¡Intrusos!</b> Escrito por Kerrie Shumlin Ilustrado por Walter Caron</p>	<p><b>Reading</b></p> <p><b>4(6) (F)</b> Make inferences and use evidence to support understanding.</p> <p><b>4(6) (H)</b> Synthesize information to create new understanding.</p> <p><b>4(7) (C)</b> Use text evidence to support an appropriate response.</p> <p><b>4(8) (B)</b> Explain the interactions of the characters and the changes they undergo.</p>
<p><b>Set 8</b> <b>View English</b></p> <p><b>Honey Hunters</b> Written by Bridie Dickson Illustrated by Meredith Thomas</p>	<p><b>Set 8</b> <b>View Spanish</b></p> <p><b>Recolectores de miel</b> Escrito por Bridie Dickson Ilustrado por Meredith Thomas</p>	<p><b>Reading</b></p> <p><b>5(6) (C)</b> Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p><b>5(6) (H)</b> Synthesize information to create new understanding.</p> <p><b>5(7) (A)</b> Describe personal connections to a variety of sources, including self-selected texts.</p>
<p><b>Set 9</b> <b>View English</b></p> <p><b>Milo and the Robots</b> Written by Mary Anne Casio Illustrated by Roberto Barrios</p>	<p><b>Set 9</b> <b>View Spanish</b></p> <p><b>Milo y los robots</b> Escrito por Mary Anne Casio Ilustrado por Roberto Barrios</p>	<p><b>Reading</b></p> <p><b>5(6) (B)</b> Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p><b>5(6) (F)</b> Make inferences and use evidence to support understanding.</p> <p><b>5(7) (C)</b> Use text evidence to support an appropriate response.</p>



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Set and Title		Reading Standards
<b>Set 10</b> <a href="#">View English</a>	<b>Set 10</b> <a href="#">View Spanish</a>	<b>Reading</b> <b>5(6) (H)</b> Synthesize information to create new understanding.  <b>5(7) (A)</b> Describe personal connections to a variety of sources, including self-selected texts.  <b>5(9) (D) (ii)</b> Recognize characteristics and structures of informational text, including the central idea with supporting evidence.  <b>5(10) (B)</b> Analyze how the use of text structure contributes to the author’s purpose.