



**We Both Read**

**Grades:** Pre K, K, 1, Early Childhood

**States:** Common Core State Standards, Head Start Child Outcomes Frameworks

**We Both Read - Too Many Cats**

Summary: Suzu is finding cats all over the house—and in very unusual colors! This book focuses on reading the names of colors and numbers one to ten. - Available in Paperback, Hardcover, as a PDF Ebook, and in a Spanish Bilingual edition (978-1-891327-50-6)

**Common Core State Standards**

**Language Arts**

**Grade: K - Adopted 2010**

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.K</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.K.1</b>	With prompting and support, ask and answer questions about key details in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.K.2</b>	With prompting and support, retell familiar stories, including key details.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.K</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.K.4</b>	Ask and answer questions about unknown words in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.K.5</b>	Recognize common types of texts (e.g., storybooks, poems).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.K</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.K.7</b>	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RL.K</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RL.K.10</b>	Actively engage in group reading activities with purpose and understanding.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.K</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.K.4</b>	Read emergent-reader texts with purpose and understanding.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.L.K</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.L.K.6</b>	Use words and phrases acquired through conversations,

reading and being read to, and responding to texts.

### Mathematics

<b>STRAND / DOMAIN</b>	<b>CCSS.Math.Content.K.CC</b>	Counting and Cardinality
<b>CATEGORY / CLUSTER</b>	<b>CCSS.Math.Content.K.CC.A</b>	Know number names and the count sequence.
<b>STANDARD</b>	<b>CCSS.Math.Content.K.CC.A.2</b>	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
<b>STRAND / DOMAIN</b>	<b>CCSS.Math.Content.K.CC</b>	Counting and Cardinality
<b>CATEGORY / CLUSTER</b>	<b>CCSS.Math.Content.K.CC.B</b>	Count to tell the number of objects.
<b>STANDARD</b>	<b>CCSS.Math.Content.K.CC.B.4</b>	Understand the relationship between numbers and quantities; connect counting to cardinality.
<b>EXPECTATION</b>	<b>CCSS.Math.Content.K.CC.B.4a</b>	When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
<b>EXPECTATION</b>	<b>CCSS.Math.Content.K.CC.B.4b</b>	Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
<b>EXPECTATION</b>	<b>CCSS.Math.Content.K.CC.B.4c</b>	Understand that each successive number name refers to a quantity that is one larger.
<b>STRAND / DOMAIN</b>	<b>CCSS.Math.Content.K.CC</b>	Counting and Cardinality
<b>CATEGORY / CLUSTER</b>	<b>CCSS.Math.Content.K.CC.B</b>	Count to tell the number of objects.
<b>STANDARD</b>	<b>CCSS.Math.Content.K.CC.B.5</b>	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
<b>STRAND / DOMAIN</b>	<b>CCSS.Math.Content.K.G</b>	Geometry
<b>CATEGORY / CLUSTER</b>	<b>CCSS.Math.Content.K.G.A</b>	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
<b>STANDARD</b>	<b>CCSS.Math.Content.K.G.A.1</b>	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

### Head Start Child Outcomes Frameworks

#### Early Childhood Education

Grade: **Early Childhood** - Adopted 2010

<b>DOMAIN</b>	<b>HS.LD.</b>	LANGUAGE DEVELOPMENT
<b>DOMAIN ELEMENT</b>	<b>LD.1.</b>	RECEPTIVE LANGUAGE: The ability to comprehend or understand language.
<b>INDICATORS</b>	<b>LD.1.1.</b>	Attends to language during conversations, songs, stories, or other learning experiences.
<b>INDICATORS</b>	<b>LD.1.2.</b>	Comprehends increasingly complex and varied vocabulary.
<b>DOMAIN</b>	<b>HS.LKS.</b>	LITERACY KNOWLEDGE & SKILLS
<b>DOMAIN ELEMENT</b>	<b>LKS.1.</b>	BOOK APPRECIATION AND KNOWLEDGE: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.
<b>INDICATORS</b>	<b>LKS.1.1.</b>	Shows interest in shared reading experiences and looking at books independently.
<b>INDICATORS</b>	<b>LKS.1.3.</b>	Asks and answers questions and makes comments about print materials.
<b>INDICATORS</b>	<b>LKS.1.4.</b>	Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
<b>DOMAIN</b>	<b>HS.LKS.</b>	LITERACY KNOWLEDGE & SKILLS

<b>DOMAIN ELEMENT</b>	<b>LKS.2.</b>	<b>PHONOLOGICAL AWARENESS:</b> An awareness that language can be broken into words, syllables, and smaller pieces of sound.
<b>INDICATORS</b>	<b>LKS.2.1.</b>	Identifies and discriminates between words in language.
<b>DOMAIN</b>	<b>HS.LKS.</b>	<b>LITERACY KNOWLEDGE &amp; SKILLS</b>
<b>DOMAIN ELEMENT</b>	<b>LKS.4.</b>	<b>PRINT CONCEPTS &amp; CONVENTIONS:</b> The concepts about print and early decoding (identifying letter-sound relationships).
<b>INDICATORS</b>	<b>LKS.4.1.</b>	Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.
<b>DOMAIN</b>	<b>HS.MKS.</b>	<b>MATHEMATICS KNOWLEDGE &amp; SKILLS</b>
<b>DOMAIN ELEMENT</b>	<b>MKS.1.</b>	<b>NUMBER CONCEPTS &amp; QUANTITIES:</b> The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).
<b>INDICATORS</b>	<b>MKS.1.1.</b>	Recognizes numbers and quantities in the everyday environment.
<b>INDICATORS</b>	<b>MKS.1.3.</b>	Associates quantities and the names of numbers with written numerals.
<b>DOMAIN</b>	<b>HS.MKS.</b>	<b>MATHEMATICS KNOWLEDGE &amp; SKILLS</b>
<b>DOMAIN ELEMENT</b>	<b>MKS.3.</b>	<b>GEOMETRY &amp; SPATIAL SENSE:</b> The understanding of shapes, their properties, and how objects are related to one another.
<b>INDICATORS</b>	<b>MKS.3.4.</b>	Understands directionality, order, and position of objects, such as up, down, in front, behind.