



**We Both Read**

**Grades:** Pre K, Early Childhood

**States:** Head Start Child Outcomes Frameworks

**We Both Read - About Bats**

Summary: This delightful introduction to bats focuses on little brown bats, showing how they fly, locate food, seek shelter and sleep. - Available in Paperback & Hardcover (978-1-60115-268-8)

**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>	PHONOLOGICAL AWARENESS: 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.

**We Both Read - About Dogs**

Summary: This book includes fun information about the world's most popular pet, including some of the special ways dogs help us, such as serving as guide dogs. - Available in Paperback & Hardcover, in a Bilingual Spanish/ English Edition, and as a PDF Ebook Edition. (978-1-60115-238-1)

**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>	PHONOLOGICAL AWARENESS: 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.

**We Both Read - Frank and the Balloon**  
 Summary: Frank, the frog, is carried off into the sky hanging from a balloon . - Available in Paperback & Hardcover (978-1-60115-012-7)

**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>	PHONOLOGICAL AWARENESS: 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.

**We Both Read - Frank and the Giant**  
 Summary: Frank, an adventurous frog, runs after his ball into the house of a big giant. - Available in Paperback & Hardcover (978-1-891327-60-5)

**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.
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<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</b>	<b>LKS.2.</b>	PHONOLOGICAL AWARENESS: An awareness that language can be broken into words,

<b>ELEMENT</b>		syllables, and smaller pieces of sound.
<b>INDICATORS</b>	<b>LKS.2.1.</b>	Identifies and discriminates between words in language.

**We Both Read - Frank and the Tiger**  
 Summary: A frog and a mouse have a wild time trying to rescue a "tiger" from an overactive puppy. - Available in Paperback & Hardcover (978-1-60115-260-2)

**Head Start Child Outcomes Frameworks**  
**Early Childhood Education**  
 Grade: **Early Childhood** - Adopted 2010

<b>DOMAIN</b>	<b>HS.LD.</b>	<b>LANGUAGE DEVELOPMENT</b>
<b>DOMAIN ELEMENT</b>	<b>LD.1.</b>	<b>RECEPTIVE LANGUAGE:</b> 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>	<b>LITERACY KNOWLEDGE &amp; SKILLS</b>
<b>DOMAIN ELEMENT</b>	<b>LKS.1.</b>	<b>BOOK APPRECIATION AND KNOWLEDGE:</b> 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>	<b>LITERACY KNOWLEDGE &amp; SKILLS</b>
<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.

**We Both Read - Jack and the Toddler**  
 Summary: There's lots of humor as Jack learns how to play with a little toddler.- Available in Paperback & Hardcover (978-1-60115-250-3)

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**Early Childhood Education**  
 Grade: **Early Childhood** - Adopted 2010

<b>DOMAIN</b>	<b>HS.LKS.</b>	<b>LITERACY KNOWLEDGE &amp; SKILLS</b>
<b>DOMAIN ELEMENT</b>	<b>LKS.1.</b>	<b>BOOK APPRECIATION AND KNOWLEDGE:</b> 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.1.4.</b>	Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.

**We Both Read - Lulu's Lost Shoes**  
 Summary: Lulu can't find her shoes! All her little bug friends help to search the house, resulting in a big mess and a lot of fun! - Available in Paperback & Hardcover (978-1-891327-56-8)

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**Early Childhood Education**  
 Grade: **Early Childhood** - Adopted 2010

<b>DOMAIN</b>	<b>HS.LD.</b>	<b>LANGUAGE DEVELOPMENT</b>
<b>DOMAIN ELEMENT</b>	<b>LD.1.</b>	<b>RECEPTIVE LANGUAGE:</b> 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>	<b>LITERACY KNOWLEDGE &amp; SKILLS</b>
<b>DOMAIN ELEMENT</b>	<b>LKS.1.</b>	<b>BOOK APPRECIATION AND KNOWLEDGE:</b> 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>	<b>LITERACY KNOWLEDGE &amp; SKILLS</b>
<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.

**We Both Read - Lulu's Wild Party**  
 Summary: All of Lulu's little bug friends have come over for her outdoor party and it starts raining! - Available in Paperback & Hardcover (978-1-60115-232-9)

### Head Start Child Outcomes Frameworks

#### Early Childhood Education

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<b>DOMAIN ELEMENT</b>	<b>LD.1.</b>	<b>RECEPTIVE LANGUAGE:</b> The ability to comprehend or understand language.
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<b>INDICATORS</b>	<b>LD.1.2.</b>	Comprehends increasingly complex and varied vocabulary.
<b>DOMAIN</b>	<b>HS.LKS.</b>	<b>LITERACY KNOWLEDGE &amp; SKILLS</b>
<b>DOMAIN ELEMENT</b>	<b>LKS.1.</b>	<b>BOOK APPRECIATION AND KNOWLEDGE:</b> 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>	<b>LITERACY KNOWLEDGE &amp; SKILLS</b>
<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.

**We Both Read - We All Sleep**  
 Summary: This title offers glimpses of animals as they live, play and sleep. Rhymes and repeating text help make the reading fun and easy. - Available in Paperback & Hardcover, and as a PDF E-Book Edition (978-1-60115-236-7)

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#### Early Childhood Education

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<b>DOMAIN ELEMENT</b>	<b>LD.1.</b>	<b>RECEPTIVE LANGUAGE:</b> The ability to comprehend or understand language.
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<b>INDICATORS</b>	<b>LD.1.2.</b>	Comprehends increasingly complex and varied vocabulary.
<b>DOMAIN</b>	<b>HS.LKS.</b>	<b>LITERACY KNOWLEDGE &amp; SKILLS</b>
<b>DOMAIN ELEMENT</b>	<b>LKS.1.</b>	<b>BOOK APPRECIATION AND KNOWLEDGE:</b> 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>	PHONOLOGICAL AWARENESS: 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.

**We Both Read - Museum Day**  
 Summary: A girl and her dad spend a charming day exploring the fascinating exhibits in a museum. - Available in Paperback and Hardcover (978-1-60115-266-4)

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**Early Childhood Education**

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<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.
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<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>	PHONOLOGICAL AWARENESS: 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.

**We Both Read - My Car Trip**  
 Summary: A young boy takes a delightful trip with his parents out to the countryside to visit his grandfather. - Available in Paperback & Hardcover (978-1-891327-64-3)

**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</b>	<b>LKS.2.</b>	PHONOLOGICAL AWARENESS: An awareness that language can be broken into words,

<b>ELEMENT</b>		syllables, and smaller pieces of sound.
<b>INDICATORS</b>	<b>LKS.2.1.</b>	Identifies and discriminates between words in language.

**We Both Read - My Day**  
 Summary: This charming story about a boy's simple, happy day is the perfect introduction to reading! - Available in Paperback, Hardcover, and in an Interactive Ebook Edition (978-1-891327-44-5)

**Head Start Child Outcomes Frameworks**  
**Early Childhood Education**  
 Grade: **Early Childhood** - Adopted 2010

<b>DOMAIN</b>	<b>HS.LD.</b>	<b>LANGUAGE DEVELOPMENT</b>
<b>DOMAIN ELEMENT</b>	<b>LD.1.</b>	<b>RECEPTIVE LANGUAGE:</b> 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.
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<b>DOMAIN</b>	<b>HS.LKS.</b>	<b>LITERACY KNOWLEDGE &amp; SKILLS</b>
<b>DOMAIN ELEMENT</b>	<b>LKS.1.</b>	<b>BOOK APPRECIATION AND KNOWLEDGE:</b> 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.
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<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.
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<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.

**We Both Read - My Town**  
 Summary: A young boy and his father have a wonderful time making a map of their neighborhood. Teaches simple concepts about maps and how to use them. - Available in Paperback & Hardcover (978-1-60115-002-8)

**Head Start Child Outcomes Frameworks**  
**Early Childhood Education**  
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<b>DOMAIN</b>	<b>HS.LKS.</b>	<b>LITERACY KNOWLEDGE &amp; SKILLS</b>
<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.

**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)

**Head Start Child Outcomes Frameworks**  
**Early Childhood Education**  
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<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.
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<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.
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<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.
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<b>DOMAIN ELEMENT</b>	<b>LKS.2.</b>	PHONOLOGICAL AWARENESS: 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>	LITERACY KNOWLEDGE & SKILLS
<b>DOMAIN ELEMENT</b>	<b>LKS.4.</b>	PRINT CONCEPTS & CONVENTIONS: 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>	MATHEMATICS KNOWLEDGE & SKILLS
<b>DOMAIN ELEMENT</b>	<b>MKS.1.</b>	NUMBER CONCEPTS & QUANTITIES: 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>	MATHEMATICS KNOWLEDGE & SKILLS
<b>DOMAIN ELEMENT</b>	<b>MKS.3.</b>	GEOMETRY & SPATIAL SENSE: 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.



**We Both Read Bilingual**  
**Grades:** Pre K, Early Childhood  
**States:** Head Start Child Outcomes Frameworks

We Both Read Bilingual - Too Many Cats / Demasiados gatos  
 Summary: Bilingual Spanish / English - 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 and Hardcover, and as an Audio Book (978-1-60115-040-0)

**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>	PHONOLOGICAL AWARENESS: 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>	LITERACY KNOWLEDGE & SKILLS
<b>DOMAIN ELEMENT</b>	<b>LKS.4.</b>	PRINT CONCEPTS & CONVENTIONS: 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>	MATHEMATICS KNOWLEDGE & SKILLS
<b>DOMAIN ELEMENT</b>	<b>MKS.1.</b>	NUMBER CONCEPTS & QUANTITIES: 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>	MATHEMATICS KNOWLEDGE & SKILLS
<b>DOMAIN ELEMENT</b>	<b>MKS.3.</b>	GEOMETRY & SPATIAL SENSE: 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.





**Treasure Bay Interactive**  
**Grades:** Pre K, Early Childhood  
**States:** Head Start Child Outcomes Frameworks

Treasure Bay Interactive - My Day (We Both Read)  
 Summary: My Day is a charming story about what a child does in the course of a simple, happy day. This interactive title features dual reading levels, along with a read-to-me option, and two bonus word games. - Available in Paperback and Hardcover (978-1-60115-651-8)

**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>	PHONOLOGICAL AWARENESS: 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.