We Both Read Bilingual
Grades: Pre K, K, Early Childhood
States: Common Core State Standards, Head Start Child Outcomes Frameworks

> We Both Read Bilingual - Too Many Cats / Demasiados gatos
> Summary: Bilingual in 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. - This title is available in Paperback only - English Edition available in Paperback & Hardcover, and as an Audio Book. (978-1-60115-040-0)

Common Core State Standards

Language Arts

Grade: **K** - Adopted **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RL.K	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RL.K.1	With prompting and support, ask and answer questions about key details in a text.
STANDARD	CCSS.ELA-Literacy.RL.K.2	With prompting and support, retell familiar stories, including key details.
STRAND / DOMAIN	CCSS.ELA-Literacy.RL.K	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RL.K.4	Ask and answer questions about unknown words in a text.
STANDARD	CCSS.ELA-Literacy.RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
STRAND / DOMAIN	CCSS.ELA-Literacy.RL.K	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RL.K.7	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).
STRAND / DOMAIN	CCSS.ELA-Literacy.RL.K	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RL.K.10	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Mathematics

STRAND / DOMAIN	CCSS.Math.Content.K.CC	Counting and Cardinality
CATEGORY / CLUSTER	CCSS.Math.Content.K.CC.A	Know number names and the count sequence.
STANDARD	CCSS.Math.Content.K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
STRAND / DOMAIN	CCSS.Math.Content.K.CC	Counting and Cardinality
CATEGORY / CLUSTER	CCSS.Math.Content.K.CC.B	Count to tell the number of objects.
STANDARD	CCSS.Math.Content.K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality.
EXPECTATION	CCSS.Math.Content.K.CC.B.4a	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.
EXPECTATION	CCSS.Math.Content.K.CC.B.4b	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.
EXPECTATION	CCSS.Math.Content.K.CC.B.4c	Understand that each successive number name refers to a quantity that is one larger.
STRAND / DOMAIN	CCSS.Math.Content.K.CC	Counting and Cardinality
CATEGORY / CLUSTER	CCSS.Math.Content.K.CC.B	Count to tell the number of objects.
STANDARD	CCSS.Math.Content.K.CC.B.5	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.
STRAND / DOMAIN	CCSS.Math.Content.K.G	Geometry
CATEGORY / CLUSTER	CCSS.Math.Content.K.G.A	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
STANDARD	CCSS.Math.Content.K.G.A.1	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**

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

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