	Iversen Publishing Ltd Correlation to Texas Essential Knowledge and Skills Quick60 Grade 1 Reading Standards		The Bug Band	Flea's Syllable Song	Crab's Rhyming Game	Miss Monkey's Clever Class	Martha Mouse's Code	Monkey's Tricky Book	Listen and Tap	Lizzie Lizard Learns to Read
1	Reading/Beginning Reading Skills/Print Awareness. Students understand how English iswritten and printed.	Each Quick60 Big Book is accompanied by a set of seven distinct lesson plans								
Α	recognize that spoken words are represented in written English by specific sequences of letters;	each focusing on a particular aspect of literacy learning -	×	×	×	×	×	×	×	×
В	identify upper- and lower-case letters	Lesson 1 - prior knowledge Lesson 2 - comprehension strategies	×	×	×	×	×	×	×	×
С	sequence the letters of the alphabet	Lesson 2 - comprehension strategies Lesson 3 - exploring the setting Lesson 4 - exploring characters Lesson 5 - phonemic awareness Lesson 6 - innovations Lesson 7 - revise, consolidate, extend	х	×	×	×	x	×	х	×
D	recognize the distinguishing features of a sentence (e.g., capitalization of first word, ending punctuation);		×	×	×	×	×	×	×	×
E	read texts by moving from top to bottom of the page and tracking words from left to right with return sweep.		×	×	×	×	×	×	×	×
F	identify the information that different parts of a book provide (e.g., title, author, illustrator, table of contents)		×	×	×	×	×	×	×	×
2	Identify who is telling the story at various points in the text.									
Α	orally generate a series of original rhyming words using a variety of phonograms (e.g., -ake, -ant, -ain) and consonant blends (e.g., bl, st, tr)		x	×	×	×	x	×	×	×
В	distinguish between long- and short-vowel sounds in spoken one-syllable words (e.g., bit/bite)		×	×	×	×	×	×	×	×
С	recognize the change in a spoken word when a specified phoneme is added, changed, or removed (e.g.,/b/l/o/w/ to/g/l/o/w/)		×	×	×	x	×	×	×	×
D	blend spoken phonemes to form one- and two-syllable words, including consonantblends (e.g., spr);.		×	×	×	×	×	×	×	×
Ε	isolate initial, medial, and final sounds in one-syllable spoken words;.		×	×	×	×	×	×	×	×
F	segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., splat =/s/p/l/a/t/);.		×	x	x	×	×	х	×	×

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4	Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed	Even though the Quick60 Big Books are primarily fiction, they each introduce								
Α	confirm predictions about what will happen next in text by "reading the part that tells".	the reader to the factual character equivalent. Each book also teaches a	×	×	×	×	×	×	×	×
В	ask relevant questions, seek clarification, and locate facts and details about stories and other texts.	specific skill. These two features enable these books to meet the	×	×	×	×	×	×	×	×
С	establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud)	standards relating to informational text as well as fiction.	×	×	×	×	×	×	×	x
6	Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.									
Α	identify words that name actions (verbs) and words that name persons, places, or things (nouns)		×	×	×	×	×	×	×	×
В	determine the meaning of compound words using knowledge of the meaning of their individual component words (e.g., lunchtime)		×	×	×	×	×	×	×	×
С	determine what words mean from how they are used in a sentence, either heard or read;		×	×	×	×	×	×	×	×
E	Use the illustrations and details in a text to describe its key ideas.		×	×	×	×	×	×	×	×
8	Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to respond to and use rhythm, rhyme, and alliteration in poetry.		×	×	×	×	×	×	×	×
9	Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.									
Α	describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events;		×	×	×	×	×	×	×	×

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В	describe characters in a story and the reasons for their actions and feelings Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.	All Quick60 Big Books can be used to teach all the core standards, however some books target a specific skill. See for example - • The Bug Band - words • Flea's Syllable Song - syllables • Miss Monkey's Clever Class - sounds	×	×	×	×	×	×	×	×
Α	establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	·Monkey's Tricky Book - print concepts	×	×	×	×	×	×	×	×
В	ask literal questions of text	·Listen and Tap -phoneme								
С	monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud)	segmentation •Lizzie Lizard Learns to Read - phoneme blending.	×	×	×	×	×	×	×	×
D	make inferences about text and use textual evidence to support understanding;		×	×	×	×	×	×	×	×
Е	retell or act out important events in stories in logical order;		X	×	×	×	×	x	x	×
F	make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.		×	×	×	×	×	×	×	×

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	Phonics and Word Recognition	Students can use the audio e-versions								
3	Know and apply grade-level phonics and word analysis in decoding words.	of the big books to reinforce skills and improve fluency.	х	х	х	х	x	х	×	×
α	Know the spelling-sound correspondences for common consonant digraphs.		×	×	×	×	x	×	×	×
Ь	Decode regularly spelled one-syllable words.		x	×	x	x	×	×	x	×
С	Know final -e and common vowel team conventions for representing long vowel sounds.		×	×	×	×	x	×	×	×
d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		Х	х	х	х	х	х	×	×
	Fluency									
4	Read with sufficient accuracy and fluency to support comprehension.		х	х	x	x	x	x	×	×
а	Read on-level text with purpose and understanding.		×	×	х	х	×	×	х	×
b	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.		Х	х	х	х	х	х	×	×
С	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		×	×	×	×	×	×	×	×