



Common
Core
Connections
Inside



Illustration © 2011 by Paul Meisel

I LIKE TO READ® BOOKS

**A PICTURE BOOK SERIES
FOR EMERGING READERS**

- short texts
- familiar vocabulary
- repetition to reinforce learning
- illustrations that are designed to be a part of the learning experience

"I was so happy to see that Holiday House has entered the early-reader market with a new series. . . . Each one makes the hard work of learning to read enough fun to encourage children at this crucial developmental moment to try another one."

—Vicky Smith, Children's and YA Editor at *Kirkus Reviews*

ACTIVITY KIT



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HOLIDAY HOUSE is proud to publish the innovative and award-winning **I LIKE TO READ®** books, just right for the emergent reader in your home or classroom. These books have been evaluated and assigned Guided Reading Levels based on the Fountas and Pinnell system.

This kit includes reproducible flash cards, activity sheets, sticker sheets, and more to help extend the reading experience for your child.

- Copy onto card stock and cut out the flash cards featuring all sight, decodable, and story words from *See Me Run* by Paul Meisel. For more flash card sets for the books in the **I LIKE TO READ®** series, visit www.holidayhouse.com.
- Copy onto sticker sheets and distribute the colorful **I LIKE TO READ®** stickers featuring barnyard animals from *Pig Has a Plan* by Ethan Long.
- Print the book level stickers for use in your classroom or library.
- Photocopy and distribute the activity sheets and share with your children.
- Have children keep track of the **I LIKE TO READ®** books they have read with the handy checklist.
- Use the leveled list of **I LIKE TO READ®** books in choosing the most appropriate books for your child's needs.





THE COMMON CORE STATE STANDARDS

The Common Core State Standards (CCSS), designed to offer educators a clear understanding of the knowledge and skills that students are expected to learn, have been adopted in forty-six states plus the District of Columbia.

Holiday House books have always been aligned with the Standards. Now we are offering educators suggestions for connecting various books with the Common Core State Standards for Reading Informational Texts, Reading Literature, Reading Foundational Skills, Writing, Speaking and Listening, and Language.

READING STANDARDS: FOUNDATIONAL SKILLS

Kindergarten: Phonics and Word Recognition

- K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- K.RF.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound for each consonant.
- K.RF.3b Associate the long and short sounds with common spellings for the five major vowels.
- K.RF.3c Read common high-frequency words by sight.
- K.RF.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Kindergarten: Fluency

- K.RF.4 Read emergent-reader texts with purpose and understanding.

Grade 1: Print Concepts

- 1.RF.1 Demonstrate understanding of the organization and basic features of print.
- 1.RF.1a Recognize the distinguishing features of a sentence.

Grade 1: Phonics and Word Recognition

- 1.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- 1.RF.3a Know the spelling-sound correspondences for common consonant digraphs.
- 1.RF.3b Decode regularly spelled one-syllable words.
- 1.RF.3c Know final -e and common vowel team conventions for representing long-vowel sounds.
- 1.RF.3g Recognize and read grade-appropriate irregularly spelled words.

Grade 1: Fluency

- 1.RF.4 Read with sufficient accuracy and fluency to support comprehension.
- 1.RF.4a Read on-level text with purpose and understanding.
- 1.RF.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- 1.RF.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.





READING STANDARDS FOR LITERATURE

Kindergarten: Key Ideas and Details

- K.RL.1 With prompting and support, ask and answer questions about key details in a text.
- K.RL.2 With prompting and support, retell familiar stories, including key details.
- K.RL.3 With prompting and support, identify characters, settings, and major events in a story.

Kindergarten: Craft and Structure

- K.RL.4 Ask and answer questions about unknown words in a text.
- K.RL.5 Recognize common types of texts (e.g., storybooks, poems).
- K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each.

Kindergarten: Integration of Knowledge and Ideas

- K.RL.7 With prompting and support, describe the relationship between illustrations and the story.
- K.RL.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Kindergarten: Range of Reading and Level of Text Complexity

- K.RL.10 Actively engage in group reading activities with purpose and understanding.

Grade 1: Key Ideas and Details

- 1.RL.1 Ask and answer questions about key details in a text.
- 1.RL.2 Retell stories, including key details, and demonstrate understanding of their central message.
- 1.RL.3 Describe characters, settings, and major events in a story, using key details.

Grade 1: Craft and Structure

- 1.RL.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- 1.RL.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- 1.RL.6 Identify who is telling the story at various points in a text.

Grade 1: Integration of Knowledge and Ideas

- 1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.
- 1.RL.9 Compare and contrast the adventures and experiences of characters in stories.

Grade 2: Key Ideas and Details

- 2.RL.1 Ask and answer such questions as who, what, where, when, why, and how.
- 2.RL.2 Recount stories and determine their central message, lesson, or moral.
- 2.RL.3 Describe how characters in a story respond to major events and challenges.

Grade 2: Craft and Structure

- 2.RL.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- 2.RL.5 Describe the overall structure of a story.
- 2.RL.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Grade 2: Integration of Knowledge and Ideas

- 2.RL.7 Use information gained from the illustrations and words to demonstrate understanding of its characters, setting, or plot.



a



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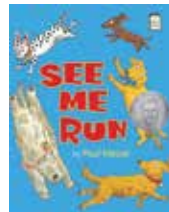
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Ed Emberley



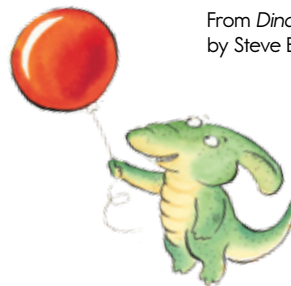
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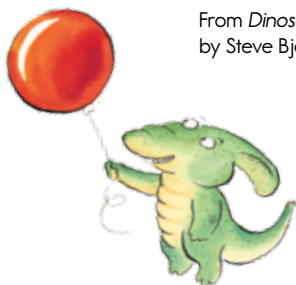
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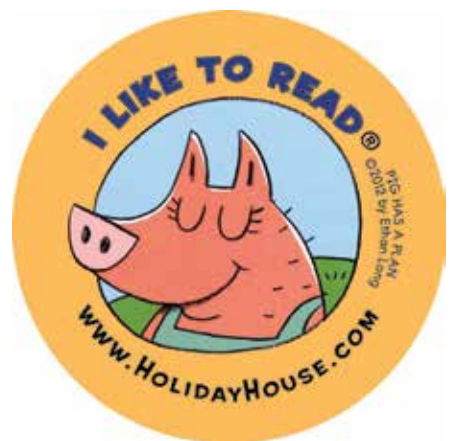
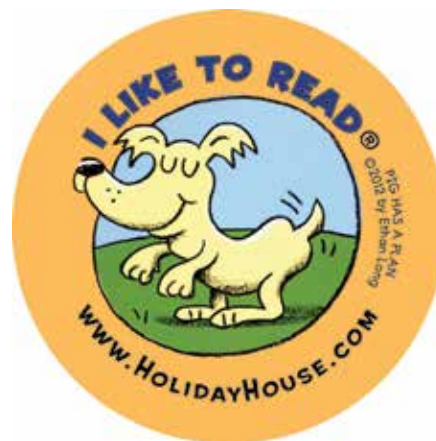
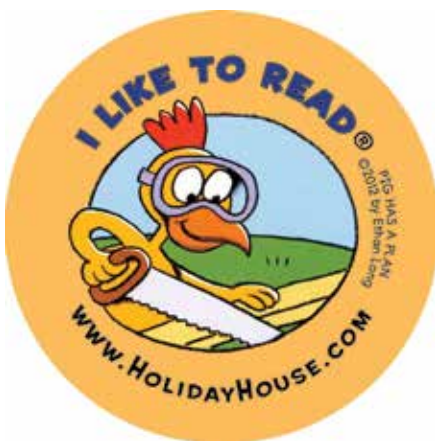
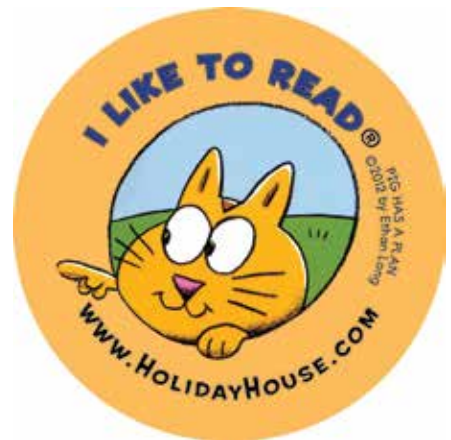
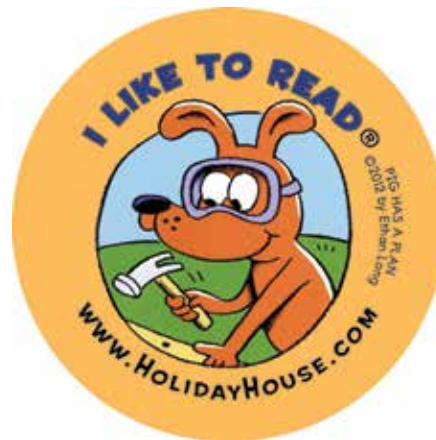
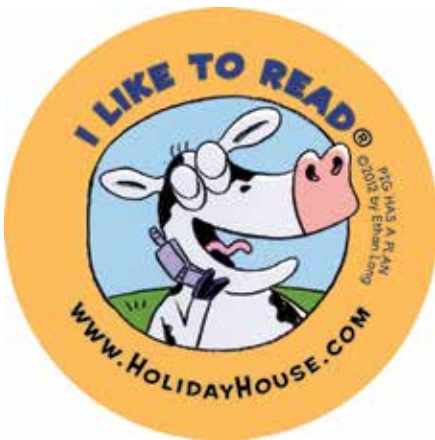
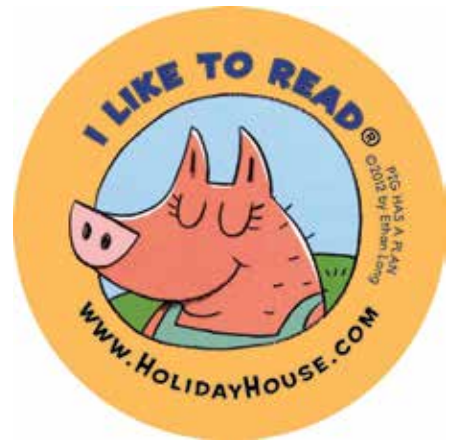
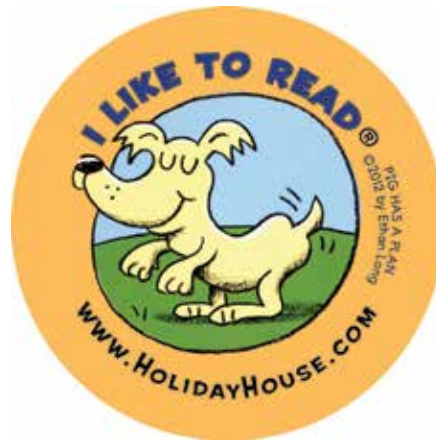
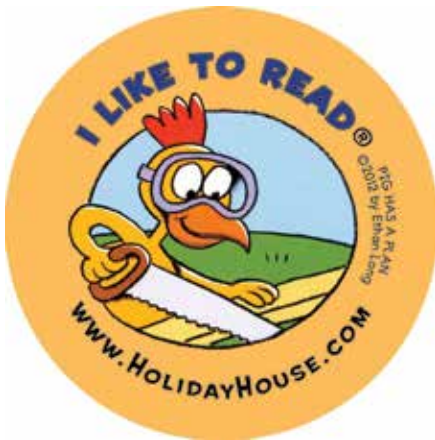
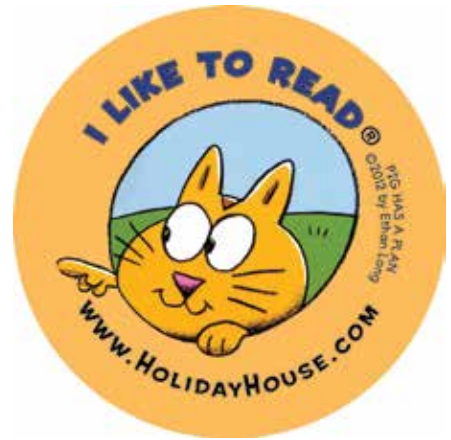
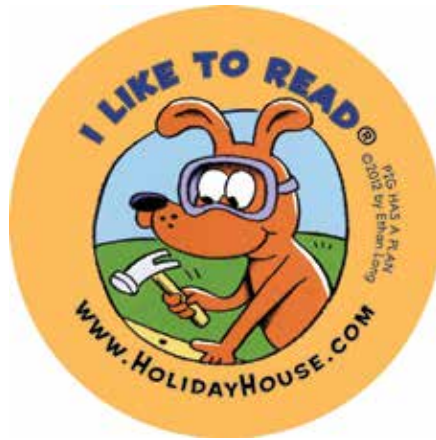
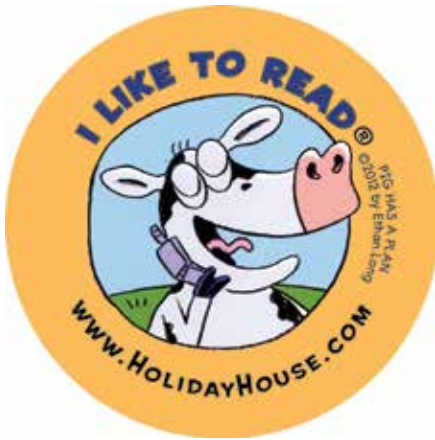


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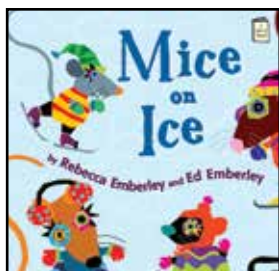


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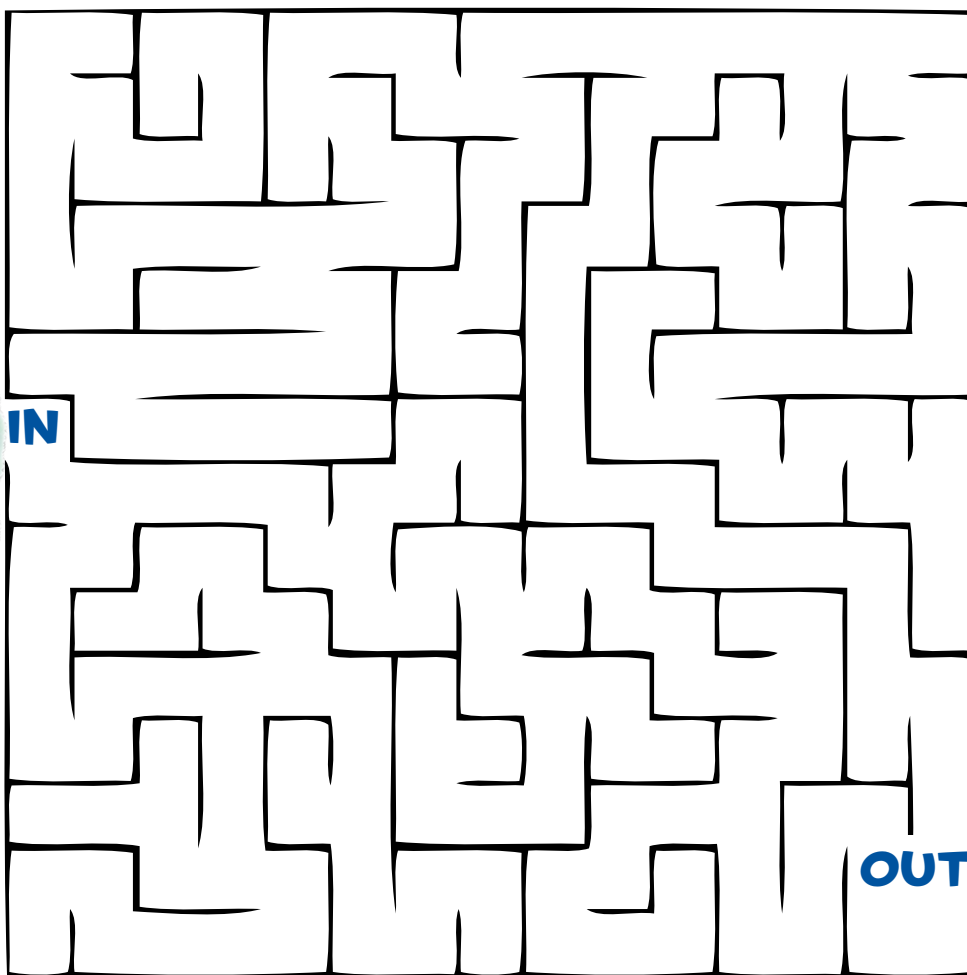


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THE FLY FLEW IN

BY DAVID CATROW

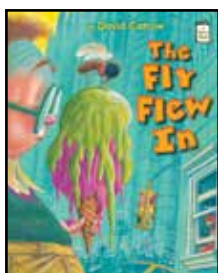
The fly in the story flew in, and on, and out.
Help the fly get to the lollipop.



OUT



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Check off each book that you read.

- ☐ **BOY, BIRD, AND DOG** by David McPhail
- ☐ **CAR GOES FAR** by Michael Garland
- ☐ **COME BACK, BEN** by Ann Hassett & John Hassett
- ☐ **DINOSAURS DON'T, DINOSAURS DO** by Steve Björkman
- ☐ **FIREMAN FRED** by Lynn Rowe Reed
- ☐ **FISH HAD A WISH** by Michael Garland
- ☐ **THE FLY FLEW IN** by David Catrow
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- ☐ **PIG HAS A PLAN** by Ethan Long
- ☐ **SAM AND THE BIG KIDS** by Emily Arnold McCully
- ☐ **SEE ME DIG** by Paul Meisel
- ☐ **SEE ME RUN** by Paul Meisel
- ☐ **SICK DAY** by David McPhail
- ☐ **WHAT AM I? WHERE AM I?** by Ted Lewin
- ☐ **YOU CAN DO IT!** by Betsy Lewin

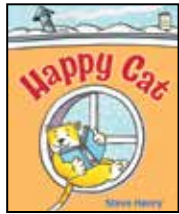


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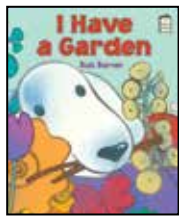


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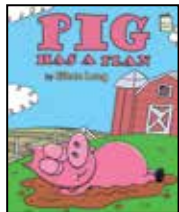


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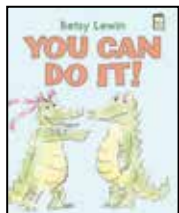


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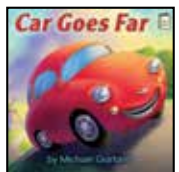
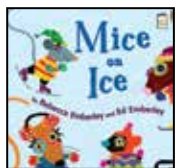


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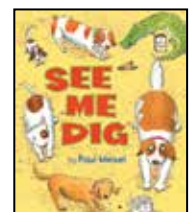
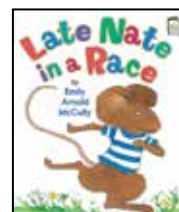
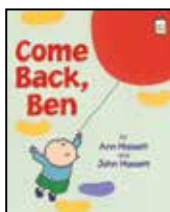
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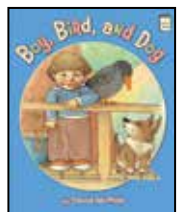
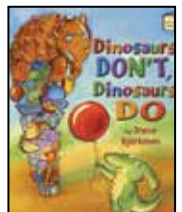
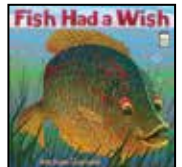
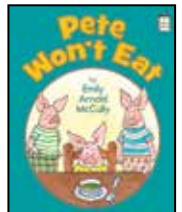
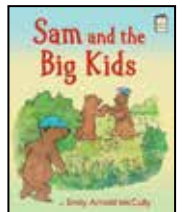
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