



**Half and Half**

**Grades: 1, 2, 3**

**States:** Alaska English/Language Arts and Mathematics Standards

Half and Half – All titles in this series correlate to these standards.

Summary: Summary: Meet Common Core requirements for pairing two texts on the same topic with this innovative series! Each book in the series pairs a fiction story with nonfiction text. The first half of each book is a fictional story. Then, the second half presents nonfiction information on the same subject as the story.

**Alaska English/Language Arts and Mathematics Standards**

**Language Arts**

**Grade: 1 - Adopted 2012**

<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.1.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>RL.1.1.</b>	Ask and answer questions about a literary text using key details from the text.
<b>STANDARD</b>	<b>RL.1.2.</b>	Retell stories, using key details, and demonstrate understanding their message (e.g., teach a lesson, make you laugh, tell a scary story, tell about an event) or lesson.
<b>STANDARD</b>	<b>RL.1.3.</b>	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.1.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>RL.1.5.</b>	Explain major differences between books that tell stories and books that give information (fiction, non-fiction, and poetry), drawing on a wide reading of a range of text types.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.1.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>RL.1.7.</b>	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.1.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>RI.1.1.</b>	With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text.
<b>STANDARD</b>	<b>RI.1.2.</b>	Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.1.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>RI.1.4.</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

<b>STANDARD</b>	<b>RI.1.6.</b>	Distinguish between information provided by photos or other graphics and information provided by the words in a text.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.1.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>RI.1.7.</b>	Use the illustrations and details in a text to describe its key ideas.
<b>STANDARD</b>	<b>RI.1.8.</b>	Identify the opinions an author states to support points in a text.
<b>STANDARD</b>	<b>RI.1.9.</b>	Identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two graphics, descriptions, or steps in a process to make something).
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.1.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>RI.1.10.</b>	With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RF.1.</b>	Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>RF.1.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>RF.1.4.a.</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>RF.1.4.b.</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.1.</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>SL.1.1.</b>	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
<b>EXPECTATION</b>	<b>SL.1.1.a.</b>	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>EXPECTATION</b>	<b>SL.1.1.b.</b>	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.1.</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>SL.1.2.</b>	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>STRAND / DOMAIN</b>	<b>AK.CC.L.1.</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>L.1.6.</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

**Grade: 2 - Adopted 2012**

<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.2.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>RL.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of a literary text using key details from the text.
<b>STANDARD</b>	<b>RL.2.3.</b>	Describe how characters in a story, play or poem respond to major events, problems, and challenges.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.2.</b>	Reading Standards for Literature

<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>RL.2.6.</b>	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.2.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>RL.2.7.</b>	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot (e.g., problem-solution; chronology).
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.2.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Complexity
<b>STANDARD</b>	<b>RL.2.10.</b>	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.2.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>RI.2.1.</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of informational texts using key details from the text.
<b>STANDARD</b>	<b>RI.2.2.</b>	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.2.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>RI.2.4.</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.2.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>RI.2.7.</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
<b>STANDARD</b>	<b>RI.2.8.</b>	Describe how reasons given support specific opinions the author states in a text.
<b>STANDARD</b>	<b>RI.2.9.</b>	Compare and contrast the most important points presented by two texts or related topics (e.g., a book about polar bears and a book about black bears).
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.2.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>RI.2.10.</b>	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 2 (from upper grade 1 to grade 3), with scaffolding as needed at the high end of the range.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RF.2.</b>	Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>RF.2.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>RF.2.4.a.</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>RF.2.4.b.</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.2.</b>	Speaking and Listening Standards
<b>CATEGORY /</b>		Comprehension and Collaboration

<b>CLUSTER</b>		
<b>STANDARD</b>	<b>SL.2.1.</b>	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
<b>EXPECTATION</b>	<b>SL.2.1.a.</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>EXPECTATION</b>	<b>SL.2.1.b.</b>	Build on others' talk in conversations by linking their comments to the remarks of others.
<b>EXPECTATION</b>	<b>SL.2.1.c.</b>	Ask for clarification and further explanation as needed about the topics and texts under discussions.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.2.</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>SL.2.2.</b>	Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Grade: 3 - Adopted 2012**

<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.3.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>RL.3.2.</b>	Determine the author's purpose, message, lesson, or moral and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures.
<b>STANDARD</b>	<b>RL.3.3.</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events (e.g., creating or solving a problem).
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.3.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>RL.3.5.</b>	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
<b>STANDARD</b>	<b>RL.3.6.</b>	Distinguish their own point of view from that of the narrator or those of the characters.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.3.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>RL.3.7.</b>	Explain how specific aspects of text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
<b>STRAND / DOMAIN</b>	<b>AK.CC.RL.3.</b>	Reading Standards for Literature
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Complexity
<b>STANDARD</b>	<b>RL.3.10.</b>	By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.3.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>RI.3.1.</b>	Ask and answer questions to demonstrate understanding of a text, (e.g., explaining what the text says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers.
<b>STANDARD</b>	<b>RI.3.2.</b>	Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.3.</b>	Reading Standards for Informational Text

<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>RI.3.4.</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.3.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>RI.3.7.</b>	Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>STANDARD</b>	<b>RI.3.9.</b>	Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RI.3.</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>RI.3.10.</b>	By the end of the year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts within a complexity band appropriate to grade 3 (from upper grade 2 to grade 4), with scaffolding as needed at the high end of the range.
<b>STRAND / DOMAIN</b>	<b>AK.CC.RF.3.</b>	Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>RF.3.4.</b>	Read with sufficient accuracy and fluency to support comprehension.
<b>EXPECTATION</b>	<b>RF.3.4.a.</b>	Read on-level text with purpose and understanding.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.3.</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>SL.3.1.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
<b>EXPECTATION</b>	<b>SL.3.1.a.</b>	After learning a protocol (e.g., Socratic method), come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>EXPECTATION</b>	<b>SL.3.1.b.</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>EXPECTATION</b>	<b>SL.3.1.c.</b>	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
<b>EXPECTATION</b>	<b>SL.3.1.d.</b>	Explain their own ideas and understanding in light of the discussion.
<b>STRAND / DOMAIN</b>	<b>AK.CC.SL.3.</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>SL.3.2.</b>	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>STRAND / DOMAIN</b>	<b>AK.CC.L.3.</b>	Language Standards
<b>CATEGORY / CLUSTER</b>		Vocabulary Acquisition and Use
<b>STANDARD</b>	<b>L.3.6.</b>	Acquire and accurately use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).