



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

STRAND / DOMAIN	AK.CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.1.1.	Ask and answer questions about a literary text using key details from the text.
STANDARD	RL.1.2.	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.
STANDARD	RL.1.3.	Describe characters, settings, major events, and problem-solution in a story, play, or poem, using key details.
STRAND / DOMAIN	AK.CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.1.5.	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.
STRAND / DOMAIN	AK.CC.RL.1.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.1.7.	Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution.
STRAND / DOMAIN	AK.CC.RI.1.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RI.1.1.	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.
STANDARD	RI.1.2.	Identify the main topic or author's purpose (e.g., to teach or tell us about ...) and retell key details of a text.
STRAND / DOMAIN	AK.CC.RI.1.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.1.4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

STANDARD	RI.1.6.	Distinguish between information provided by photos or other graphics and information provided by the words in a text.
STRAND / DOMAIN	AK.CC.RI.1.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RI.1.7.	Use the illustrations and details in a text to describe its key ideas.
STANDARD	RI.1.8.	Identify the opinions an author states to support points in a text.
STANDARD	RI.1.9.	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).
STRAND / DOMAIN	AK.CC.RI.1.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RI.1.10.	With prompting and support, read informational texts on a range of topics appropriately complex for grade 1, with scaffolding as needed.
STRAND / DOMAIN	AK.CC.RF.1.	Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.1.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.1.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.1.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN	AK.CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.1.	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.1.1.a.	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).
EXPECTATION	SL.1.1.b.	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
STRAND / DOMAIN	AK.CC.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.1.2.	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
STRAND / DOMAIN	AK.CC.L.1.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.1.6.	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

STRAND / DOMAIN	AK.CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.2.1.	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.
STANDARD	RL.2.3.	Describe how characters in a story, play or poem respond to major events, problems, and challenges.
STRAND / DOMAIN	AK.CC.RL.2.	Reading Standards for Literature

CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
STRAND / DOMAIN	AK.CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.2.7.	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).
STRAND / DOMAIN	AK.CC.RL.2.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Complexity
STANDARD	RL.2.10.	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.
STRAND / DOMAIN	AK.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RI.2.1.	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.
STANDARD	RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
STRAND / DOMAIN	AK.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
STRAND / DOMAIN	AK.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RI.2.7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
STANDARD	RI.2.8.	Describe how reasons given support specific opinions the author states in a text.
STANDARD	RI.2.9.	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).
STRAND / DOMAIN	AK.CC.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RI.2.10.	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.
STRAND / DOMAIN	AK.CC.RF.2.	Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.2.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.2.4.a.	Read on-level text with purpose and understanding.
EXPECTATION	RF.2.4.b.	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
STRAND / DOMAIN	AK.CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration

CLUSTER		
STANDARD	SL.2.1.	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
EXPECTATION	SL.2.1.a.	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).
EXPECTATION	SL.2.1.b.	Build on others' talk in conversations by linking their comments to the remarks of others.
EXPECTATION	SL.2.1.c.	Ask for clarification and further explanation as needed about the topics and texts under discussions.
STRAND / DOMAIN	AK.CC.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.2.2.	Retell or describe key ideas or details from a text read aloud or information presented orally or through other media.

Grade: 3 - Adopted 2012

STRAND / DOMAIN	AK.CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RL.3.2.	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.
STANDARD	RL.3.3.	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).
STRAND / DOMAIN	AK.CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	RL.3.5.	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.
STANDARD	RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.
STRAND / DOMAIN	AK.CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RL.3.7.	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).
STRAND / DOMAIN	AK.CC.RL.3.	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Complexity
STANDARD	RL.3.10.	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.
STRAND / DOMAIN	AK.CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	RI.3.1.	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.
STANDARD	RI.3.2.	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.
STRAND / DOMAIN	AK.CC.RI.3.	Reading Standards for Informational Text

CATEGORY / CLUSTER		Craft and Structure
STANDARD	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / DOMAIN	AK.CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	RI.3.7.	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).
STANDARD	RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic or related topics.
STRAND / DOMAIN	AK.CC.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	RI.3.10.	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.
STRAND / DOMAIN	AK.CC.RF.3.	Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	RF.3.4.a.	Read on-level text with purpose and understanding.
STRAND / DOMAIN	AK.CC.SL.3.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.3.1.	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.
EXPECTATION	SL.3.1.a.	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.
EXPECTATION	SL.3.1.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).
EXPECTATION	SL.3.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	AK.CC.SL.3.	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	SL.3.2.	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.
STRAND / DOMAIN	AK.CC.L.3.	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	L.3.6.	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).