



We Both Read
Grades: 1, 2
States: Common Core State Standards

We Both Read - Oh, No! We're Doing a Show!
 Summary: In this charming and humorous story, Keesha admits her fears about appearing on stage and then finds a perfect way to still participate in the class talent show. - Available in Paperback and Hardcover (978-1-60115-256-5)

Common Core State Standards
Language Arts
Grade: 1 - Adopted 2010

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| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.1 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.1.1 | Ask and answer questions about key details in a text. |
| STANDARD | CCSS.ELA-Literacy.RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.1 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.RL.1.7 | Use illustrations and details in a story to describe its characters, setting, or events. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.1 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.1.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.1.4a | Read on-level text with purpose and understanding. |
| EXPECTATION | CCSS.ELA-Literacy.RF.1.4b | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| EXPECTATION | CCSS.ELA-Literacy.RF.1.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.1 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.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 | CCSS.ELA-Literacy.L.1 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA-Literacy.L.1.4 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of |

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| | | strategies. |
| EXPECTATION | CCSS.ELA-Literacy.L.1.4a | Use sentence-level context as a clue to the meaning of a word or phrase. |

Grade: 2 - Adopted 2010

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| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.ELA-Literacy.RL.2.1 | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.ELA-Literacy.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 | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.2 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.ELA-Literacy.RL.2.10 | By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.2 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.2.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.2.4a | Read on-level text with purpose and understanding. |
| EXPECTATION | CCSS.ELA-Literacy.RF.2.4b | Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. |
| EXPECTATION | CCSS.ELA-Literacy.RF.2.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.2 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.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 | CCSS.ELA-Literacy.SL.2.1c | Ask for clarification and further explanation as needed about the topics and texts under discussion. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.2 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.ELA-Literacy.SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.2 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | CCSS.ELA- | Determine or clarify the meaning of unknown and multiple-meaning words and |

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| | Literacy.L.2.4 | phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. |
| EXPECTATION | CCSS.ELA-Literacy.L.2.4a | Use sentence-level context as a clue to the meaning of a word or phrase. |
