



**We Both Read**  
**Grades: 2**  
**States: Common Core State Standards**

We Both Read - New Car Design  
 Summary: Learn what it takes to create a new car - from the first drawing all the way to new cars rolling off the assembly line. - Available in Paperback and Hardcover (978-1-60115-244-2)

**Common Core State Standards**

**Language Arts**

Grade: 2 - Adopted 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.2</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Key Ideas and Details
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.2.1</b>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.RI.2</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Craft and Structure
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.2.4</b>	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.2.5</b>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.2</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Integration of Knowledge and Ideas
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.RI.2.8</b>	Describe how reasons support specific points the author makes in a text.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RI.2</b>	Reading Standards for Informational Text
<b>CATEGORY / CLUSTER</b>		Range of Reading and Level of Text Complexity
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RI.2.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.RF.2</b>	Reading Standards: Foundational Skills
<b>CATEGORY / CLUSTER</b>		Fluency
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.

<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.2.4a</b>	Read on-level text with purpose and understanding.
<b>EXPECTATION</b>	<b>CCSS.ELA-Literacy.RF.2.4b</b>	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.2</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.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>CCSS.ELA-Literacy.SL.2.1c</b>	Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>STRAND / DOMAIN</b>	<b>CCSS.ELA-Literacy.SL.2</b>	Speaking and Listening Standards
<b>CATEGORY / CLUSTER</b>		Comprehension and Collaboration
<b>STANDARD</b>	<b>CCSS.ELA-Literacy.SL.2.2</b>	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.