



We Both Read

Grades: Pre K, K, 1, Early Childhood

States: Common Core State Standards, Head Start Child Outcomes Frameworks

We Both Read - About Dogs

Summary: This book includes fun information about the world's most popular pet, including some of the special ways dogs help us, such as serving as guide dogs. - Available in Paperback & Hardcover, in a Bilingual Spanish/ English Edition, and as a PDF Ebook Edition. (978-1-60115-238-1)

Common Core State Standards

Language Arts

Grade: K - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.K.1	With prompting and support, ask and answer questions about key details in a text.
STANDARD	CCSS.ELA-Literacy.RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
STANDARD	CCSS.ELA-Literacy.RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.K	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.K.10	Actively engage in group reading activities with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.K	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.K.4	Read emergent-reader texts with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.K	Language Standards
CATEGORY /		Vocabulary Acquisition and Use

CLUSTER		
STANDARD	CCSS.ELA-Literacy.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade: 1 - Adopted 2010

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.1.1	Ask and answer questions about key details in a text.
STANDARD	CCSS.ELA-Literacy.RI.1.2	Identify the main topic and retell key details of a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
STANDARD	CCSS.ELA-Literacy.RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
STANDARD	CCSS.ELA-Literacy.RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RI.1.7	Use the illustrations and details in a text to describe its key ideas.
STANDARD	CCSS.ELA-Literacy.RI.1.8	Identify the reasons an author gives to support points in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.1	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.1.10	With prompting and support, read informational texts appropriately complex for grade
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.
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.

Head Start Child Outcomes Frameworks

Early Childhood Education

Grade: Early Childhood - Adopted 2010

DOMAIN	HS.LD.	LANGUAGE DEVELOPMENT
DOMAIN ELEMENT	LD.1.	RECEPTIVE LANGUAGE: The ability to comprehend or understand language.
INDICATORS	LD.1.1.	Attends to language during conversations, songs, stories, or other learning

		experiences.
INDICATORS	LD.1.2.	Comprehends increasingly complex and varied vocabulary.
DOMAIN	HS.LKS.	LITERACY KNOWLEDGE & SKILLS
DOMAIN ELEMENT	LKS.1.	BOOK APPRECIATION AND KNOWLEDGE: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.
INDICATORS	LKS.1.1.	Shows interest in shared reading experiences and looking at books independently.
INDICATORS	LKS.1.3.	Asks and answers questions and makes comments about print materials.
INDICATORS	LKS.1.4.	Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
DOMAIN	HS.LKS.	LITERACY KNOWLEDGE & SKILLS
DOMAIN ELEMENT	LKS.2.	PHONOLOGICAL AWARENESS: An awareness that language can be broken into words, syllables, and smaller pieces of sound.
INDICATORS	LKS.2.1.	Identifies and discriminates between words in language.